



HLC Accreditation 2016-2017

Federal Compliance Form

College of Health Professions

Public Health Sciences

Appendix A: Supplement A2 Course Syllabi

Additional information:

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INSTRUCTOR Mussawir Shahan

CONTACTS

Email	mashahan@wichita.edu
Office	Ahlberg Hall, Rm 106C
Office Phone	316-978-5638
Office hours	Contact for appointment
Classroom	Online instruction

Note: When sending emails to the instructor, the student MUST put the name of the class (AGE 100) in the subject line. Emails without identification will NOT be opened by the instructor due to the potential for infected email communication. Emails without the class identification in the subject line will be deleted.

REQUIRED TEXT *Social Gerontology* by Hooyman & Kiyak. 9th Edition, Allyn and Bacon, Inc., 2011

VIDEOS

There is a video series that corresponds with the weekly readings available from [Learner](#). Students can sign up for free and then view the videos on demand (VoD). If you have a cable connection and the link is fast, you can use the zoom feature in the VoD viewer (right click your mouse to bring up this option) to view the video full screen. Quality will vary given your equipment and your connection. The video series is called Growing Old in a New Age. You are not required to watch these videos, but they are a personal benefit for further educational learning.

HOW TO USE THIS SYLLABUS

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If changes are made, you will be notified via announcements and through email communication in the Blackboard course.

COURSE DESCRIPTION

A multidisciplinary overview of the field of aging, with attention to cultural, social, psychological, biological and economic factors which influence the circumstances of the elderly. Course includes diversity content.

DEFINITION OF ONLINE CREDIT HOUR (IIE)

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments and exams) for a total of 135 hours.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- LO1: Recognize the trends and growth occurring in the older population
- LO2: Identify aspects of physical and mental aging
- LO3: Recall the key social theories of aging
- LO4: Recognize the importance of a social support structure for the older population
- LO5: Examine the matters surrounding diversity in aging adults
- LO6: Review social policies and how they impact programs and services for older adults

STYLE OF INSTRUCTION

This class is a freestanding, online experience. There is NO in-person meeting. Weekly announcements and reminders will be posted on Blackboard regarding the required content/assignments for each week. Students are welcome at any time during the semester to meet with the instructor in-person. Blackboard Collaborate and phone calls are also encouraged.

The course organization is by “online week,” but the online weeks do not correspond with traditional calendar weeks (e.g., Sunday to Saturday.) **For online purposes, the online week begins Monday morning and ends Sunday night at 11:59 p.m.**

GRADING SYSTEM AND REQUIREMENTS

Exams (four), 100pts each	=	400 points
Participation – Discussion Boards, 10pts each	=	100 points
	TOTAL	= 500 points

500 to 463 points	=	A	382 to 363 points	=	C
462 to 448 points	=	A-	362 to 348 points	=	C-
447 to 433 points	=	B+	347 to 333 points	=	D+
432 to 413 points	=	B	332 to 313 points	=	D
412 to 398 points	=	B-	312 to 298 points	=	D-
397 to 383 points	=	C+	297 or less	=	F

INCOMPLETES

An incomplete will only be granted to students who have completed at least 75% of the workload and have approached me at some point during the semester with reasoning for not being able to complete the remaining 25% of the course (e.g. family emergency, serious illness). At which point, an Incomplete will be given as a grade and the student will have a set amount of time to finish the course. Incompletes will not be granted to students who have completed less than 75% of the course or students who have not been in communication with me regarding their inability to finish the course.

TRouble SHOOTING

If you are having difficulties with Blackboard, your first contact should be Black Help, #978-HELP. There is also a One Stop link in the main page of Blackboard Institution, and a “One Stop (Support)” tab and “Help” tab in the Blackboard course. If you are still having difficulty, contact the instructor immediately.

You should access Blackboard via, www.blackboard.wichita.edu it is not advised to log in through mywsu portal, as it could time out the session and unexpectedly kick you out of what you have been working on.

ACADEMIC HONESTY

Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty policy](#). Further policy specific to this course and associated penalties can be found at the end of this syllabus. Please review.

PARTICIPATION | Fulfills LOs 1-6

Each online week begins on Monday and ends at 11:59 p.m. Sunday evening. At the start of each online week, students will find several questions posted in the Discussion Board section of Blackboard. The questions relate to content covered in the assigned chapter and optional video. **Each student must generate:**

- ✓ An “original” response/posting to **two** of the questions posed by the instructor. Student responses should be thoughtful and seek to apply knowledge gained from the textbook and/or video. Original postings should be completed by 11:59 p.m. on the Thursday of the online week.
- ✓ Students should then read and provide “follow-up” responses to postings made by classmates; there should be a **minimum of two** follow-up postings by 11:59 p.m. on the Sunday of the online week. In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. Simply typing, “Ditto” or “I agree” does not constitute a follow-up response. Please follow the “Discussion Board Rubric” below. Be RESPECTFUL in your responses to your classmates.

DISCUSSION BOARD RUBRIC

The following is a “GENERAL” rubric for points earned for discussion board responses. Specific feedback will be provided during the first few weeks to help shape your answers.

Points	Requirement
1	One follow-up posting in response to a classmates posting. One point will be earned if the response is not well thought out, not grammatically correct, and/or not supported by information in the text, a peer-reviewed article, or a reliable website. Responses earning one point are generally opinion and not supported by fact. Sentence length tends to be 1 to 3 short sentences.
2	One original posting in response to an instructor question. Two points will be earned if the response is not well thought out, grammatically correct, or supported by information in the text or a reliable website. Sentence length tends to be 1 to 3 short sentences.

2	One follow-up posting in response to a classmates posting. Two points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your response to a classmate's posting. This is not solely an opinion or a general discussion. If you present your opinion it must be support by factual information – from the text, an academic research article or a reliable website. Please provide the source of your support (text, article, or website URL). Sentences tend to be 4-6 lengthy sentences.
3	One original posting in response to an instructor question. Three points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your answer. This is not solely an opinion or a general discussion. If you present your opinion it must be support for factual information – from the text, an academic research article or a reliable website. Please provide the source of your support (text, article, or website URL). Sentences tend to be 7-10 lengthy sentences.

Any combination of the above rubric points can be totaled to obtain your Discussion Board (DB) points. Typical point increments include...

Points	Requirements
4	Two appropriate follow-up postings
5	One original and one follow-up appropriate posting
6	Two appropriate original postings or some failure to follow the above requirements.
7	Some failure to follow the above requirements.
8	Two original and one follow-up posting. Or failure to follow the above requirements.
9	Two original and two follow-up postings. One or more of the postings are too short, failure to support or use citations.
9.5	Two original and two follow-up postings. One or more of the postings are too short.
10	Two original and two follow-up appropriate postings. Postings meet all requirements for full credit. Appropriate response, citation (text, article, or website), and adequate in length. These are well- thought out responses. Original responses tend to be a good full paragraph in the length.

Full participation as defined above (posting two “original” responses and two “follow-up” responses per session) results in 10 points per discussion board, up to a maximum of 100 points in this grade category. Failure to fully participate in online discussions will result in point deductions. Because there are 12 online weeks during which Discussion Forums are posted (online weeks 1, 2, 3, 5, 6, 7, 9, 10, 11, 13, 14, 15, and 16), students need only participate in 10 of the 12 Discussion Forums to potentially receive full points in this grade category. No extra credit will be given for extra Discussion Board points over 100.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally chose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar used in online postings, but do look at your responses before you submit them to the Discussion Forum to make sure they are as “clean” as possible. This will help all of us to understand what you mean.

EXAMS | Fulfills LOs 1-6

As noted in the syllabus section on Grading System and Requirements, this course includes four exams. Students may take the exam at any time during the online exam week, but **must complete the exam by 11:59pm on the Sunday of the online exam week**. If a student should experience a transmission error during the exam due to internet problems, the student should immediately email the instructor. The instructor will reset the test function within 24 hours, and the student will be expected to resubmit the exam within 24 hours after the reset. (It is more likely to experience a transmission error when using Internet Explorer so using Safari or Firefox is recommended)

The online testing will take place in two phases.

1. Students have 1 hour to take the multiple choice and true/false questions section of the exam. The multiple choice and true/false portions of the test involve answering 35 questions from a random pool of questions.
2. Students have 30 minutes to take the essay portion of the exam.

There will be two essay questions per exam as specified within the study guides. Because it is impossible to monitor student's use of textbook or other materials during an online exam, the assumption is that students will have these resources available during the test. However, the time frame for both portions of the exam does not allow students to look up every point as they proceed through the test. Therefore, prior study and preparation for the exam is critical. While students may stay online with a test function for longer than the allotted time (1 hour for multiple choice and true/false questions and 30 minutes for the essay questions), points may be deducted if a student goes significantly beyond the time limits.

When taking the online exam, students SHOULD NOT try to print or make a copy of the online exam. The online test function contains a code that will cause the computer system to crash if the student attempts to copy the work. The online test function also contains a "stay alive" command that will keep the student's Internet connection active during the test experience. As well, the online exam function includes a random mix in the presentation of questions. Therefore, no two students will address the same questions in the same order.

IMPORTANT ACADEMIC DATES

For the summer semester, view the [current academic year calendar](#) for all dates and deadlines.

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

DISABILITIES

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

COUNSELING & TESTING

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

DIVERSITY & INCLUSIVE

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

INTELLECTUAL PROPERTY

Wichita State University students are subject to [Board of Regents and University policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

SHOCKER ALERT SYSTEM

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. [Sign up for alerts!](#)

ACADEMIC HONESTY

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying the outlines, another student's paper, creative work, article, or computer work, and submitting it as one's own original. *Submitting the same*

or similar paper for more than one class is considered plagiarism of your own work and is not acceptable. With respect to article reviews and the final synthesis, if you use direct wording from another source, you should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: all assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting you see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. Cheating on exams – As noted in an earlier section of the syllabus, the online exams for this class assume that students WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)

3. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

Course Outline, Reading and Video Assignments, and Test Schedule:

Reminder: You are not required to watch the videos

Online Week 1 – June XX to June XX

- Video: Myths and Realities of Aging (#1)
- Video: How the Body Ages (#2)
- Read Chapter 1 – The Growth of Social Gerontology
- Read Chapter 2 – Historical and Cross-Cultural Issues in Aging
- Participate in online discussion board
- Read Chapter 3 – The Social Consequences of Physical Aging
- Participate in both Week 1a and Week 1b online discussion boards

Online Week 2 – June XX to June XX

- Video: Maximizing Physical Potential of Older Adults (#3)
- Read Chapter 4 – Managing Chronic Diseases and Promoting Well-Being in Old Age
- Read Chapter 11 – Living Arrangements and Social Interactions
- Participate in WEEK #2 online discussion board
- **Take Exam #1 – Covering chapters 1, 2, 3, 4, and 11;** students should complete Exam #1 by 11:59pm on June 14th.

Online Week 3 – June XX to June XX

- Video: Love, Intimacy, and Sexuality (#4)
- Watch Video: Learning, Memory, and Speed of Behavior (#5)
- Read Chapter 7 – Love, Intimacy, and Sexuality in Old Age
- Read Chapter 5 – Cognitive Changes with Age
- Participate in both Week 3a and Week 3b online discussion boards

Online Week 4 – June XX to June XX

- Video: Intellect, Personality, and Mental Health (#6)
- Read Chapter 6 – Personality and Mental Health in Old Age
- Participate in Week #4 online discussion board

- Take Exam #2 – Covering chapters 5, 6, and 7; students should complete Exam #2 by 11:59pm on June 28th

Online Week 5 – June XX to July XX

- Video: Social Roles and Relationship in Old Age (#7)
- Watch Video: Family and Intergenerational Relationships (#8)
- Read Chapter 8 – Social Theories of Aging
- Read Chapter 9 – The Importance of Social Supports: Family, Friends, Neighbors, and Communities
- Participate in both Week 5a and Week 5b online discussion boards

Online Week 6 – July XX to July XX

- Video: Work, Retirement, and Economic Status (#9)
 - Read Chapter 12 – Productive Aging: Paid and Nonpaid Roles and Activities
 - Participate in online discussion board
- Take Exam #3 – Covering chapters 8, 9, and 12; students should complete Exam #3 by 11:59pm on July 12th.

Online Week 7 – July XX to July XX

- Video: Illness and Disability (#10)
- Video: Death, Dying, and Bereavement (#11)
- Read Chapter 10 – Opportunities and Stress of Informal Caregiving
- Read Chapter 17 – Health and Long-term Care Policy and Programs
- Read Chapter 13 – Death, Dying, Bereavement, and Widowhood
- Participate in both Week 7a and Week 7b online discussion boards

Online Week 8 – July XX to July XX

- Videos: Societal and Political Aspects of Aging (#12) & The Future of Aging (#13)
- Read Chapter 16 – Social Policies to Address Social Problems
- Participate in online discussion board

Take Exam #4 – Covering primary chapters 10, 13, 16, and 17; students should complete Exam #4 by 11:59pm on Friday July 24th.



PSYCHOLOGY OF AGING

AGE 404 / PSY 404

3 Credit Hours

Departments: Public Health Sciences / Psychology

Spring Semester 2016

Asynchronous Internet/Blackboard Course

Course Syllabus

Instructor: Suzanne R. Hawley, PhD, MPH, Professor, Department of Public Health Sciences
Email: suzanne.hawley@wichita.edu (I typically check my e-mail every day.)
Office Location: Ahlberg Hall – Room 106F
Telephone: (316) (7978-6516)
Preferred Method of Contact: Email
Office Hours: By appointment
Classroom; Days/Time: Asynchronous Internet/Blackboard Course

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If any changes do occur, you will be contacted by email with any updates.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

Course Description

AGE 404 Psychology of Aging (3). Cross-listed as PSY 404. An examination of the issues surrounding the adult aging process. Includes personality and intellectual change, mental health of the older adult, and the psychological issues of extending human life. Emphasizes the strengths of the older adult and prevention of psychological problems of the older adult. Prerequisite: PSY 111.

Definition of an Online Credit Hour (IE)

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, and discussion boards. The remaining hour will be spent completing other out-of-class work (e.g. written assignments, exams/papers) for a total of 135 hours.

Measurable Student Learning Outcomes (LO):

LO#1: Examine normal age-related changes in psychological functioning from young to older adulthood.

LO#2: Explore idiosyncratic factors that make each person's aging experience unique.

LO#3: Apply knowledge gained in professional and personal situations.

LO#4: Describe a potential idea for future research to expand understanding of how to age successfully.

Required Texts/Readings Textbook

Journey of Adulthood , Books a la Carte Edition Plus REVEL -- Access Card Package, 8/E

Bjorklund

ISBN-10: 0134174585 • ISBN-13: 9780134174587

©2016 • Unbound (saleable) with Access Card, 480 pp • (Available at the WSU BOOKSTORE - This is the only book for the class and also includes a printed bound copy of the book in addition to the online book which has video clips and tutorials within the chapters)

2nd Option for Book is only online:

Students can purchase access on Pearson's website for around \$75.00 but it does not include the printed copy.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points	Letter grade	Grade Points	Interpretation
463 to 500 points	A	4.00	<i>The A range denotes excellent performance.</i>
462 to 448 points	A-	3.70	
447 to 433 points	B+	3.30	
432 to 413 points	B	3.00	<i>The B range denotes good performance.</i>
412 to 398 points	B-	2.70	
397 to 383 points	C+	2.30	
382 to 363 points	C	2.00	<i>The C range denotes satisfactory performance.</i>
362-348 points	C-	1.70	
347 to 333 points	D+	1.30	
332 to 313 points	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
312 to 298 points	D-	0.70	
297 or less	F	0.00	<i>F denotes failing performance.</i>

Assignments

List of assignments and values toward final grades are below. The due dates are in the “Course Outline” document.

Grading System and Requirements:

Three, 100 point exams (70 pts for last exam- see details that follow)	=	270 points
Four, 20 point article reviews (see details that follow)	=	60 points
One, 50 point final synthesis of articles	=	50 points
<u>Online participation (see details that follow)</u>	=	<u>120 points</u>
Total	=	500 points

Late Assignments

Discussion posts completed after the Monday at the end of the week will receive **zero credit**.

Late papers will not be accepted. Exams cannot be made up without submitted documentation and approval.

Class Protocol

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. The link to the introduction is on the main announcements page. Students are welcome at any time during the semester to meet with the instructor “in-person” during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes. Within the Blackboard program, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents section of Blackboard for an outline of the information assigned for the week. The outline will include a list of questions posted in the Discussion Board section.

DISCUSSION BOARDS & PARTICIPATION:

Each week begins Tuesday and ends at 10:00 p.m. on Monday. At the start of each week, you will find several questions posted in the Discussion Board. The questions relate to content covered in the assigned chapter. You must generate an

“original” posting to TWO questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook. Original postings should be complete by **10:00 a.m. Friday** of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; TWO follow-up postings are required to be posted by **10:00 a.m. Monday** of the corresponding week.

In follow-up postings, you can agree or disagree with a classmate, BUT is not enough to get points. You should expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. Simply typing, “Ditto” or “I agree” does not constitute a follow-up response. Incomplete and/or poor quality responses will be graded accordingly.

The following is a general rubric for points earned for discussion board responses. Specific feedback will be provided during the first few weeks to help shape your answers.

Points	Requirement
1	One follow-up posting in response to a classmate's posting. One point will be earned if the response is not well thought out, not grammatically correct, and/or not supported by information in the text, a peer-reviewed article, or a reliable website. Responses earning one point are generally opinion and not supported by fact. Sentence length tends to be 1 to 3 short sentences.
2	One original posting in response to an instructor question. Two points will be earned if the response is not well thought out, grammatically correct, or supported by information in the text or a reliable website. Sentence length tends to be 1 to 3 short sentences.
2	One follow-up posting in response to a classmate's posting. Two points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your response to a classmate's posting. This is not solely an opinion or a general discussion. If you present your opinion it must be supported by factual information – from the text, an academic research article or a reliable website. Please provide the source of your support (text, article, or website URL). Sentences tend to be 4-6 lengthy sentences.
3	One original posting in response to an instructor question. Three points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your answer. This is not solely an opinion or a general discussion. If you present your opinion it must be supported for factual information – from the text, an academic research article or a reliable website. Provide the source of your support (text, article, or website URL) at the end of your post. Sentences tend to be 7-10 lengthy sentences.

Any combination of the above rubric points can be totaled to obtain your Discussion Board (DB) points. Typical point increments include...

Points	Requirements
4	Two appropriate follow-up postings
5	One original and one follow-up appropriate posting
6	Two appropriate original postings or some failure to follow the above requirements.
7	Some failure to follow the above requirements.
8	Two original and one follow-up posting. Or failure to follow the above requirements.
9	Two original and two follow-up postings. One or more of the postings are too short, failure to support or use citations.
9.5	Two original and two follow-up postings. One or more of the postings are too short.
10	Two original and two follow-up appropriate postings. Postings meet all requirements for full credit. Appropriate response, citation (text, article, or website), and adequate in length. These are well-thought out responses. Original responses tend to be a good full paragraph in the length.

PARTICIPATION IN REVIEW:

The week will run from Tuesday morning to Monday night at 10:00pm.

Original Posting to discussion board questions are due **Friday** by 10:00 am.

Follow-up Postings to discussion board questions are due **Monday** by 10:00am.

Full participation as defined above (posting two “original” responses and two “follow-up” responses per session) results in 10 points per discussion board, up to a **maximum of 120 points in this grade category**. Failure to fully participate in discussion boards will result in point deductions. There are 12 weeks during which Discussion Boards are available (weeks 1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 14, 15, and 16). You will not earn additional or extra credit by completing all questions in each weekly discussion board – but participating will certainly add to your knowledge.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally choose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar, but do look at your responses before you submit them to make sure they are as “clean” as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor online discussions every Thursday & Monday. It is tempting to believe that the instructor “lives” online and is available at all times, but this is not the case.

EXAMS:

As noted in the syllabus section on Grading System and Requirements, this course includes three exams. You may take the exam at anytime during the exam week, but must complete the exam by Monday night of the exam week. Failure to complete the exam by the end of the scheduled test week results in a 10-point (one letter grade) deduction. If you should experience a transmission error during the exam due to Internet problems, you should immediately email me at suzanne.hawley@wichita.edu. I will reset the test function within 12 hours, and you will be expected to resubmit the exam within 24 hours.

A written study guide emphasizing issues covered on the exam will be available for each exam. You can earn 5 points **EXTRA CREDIT** for completed study guides. To receive extra credit, define the terms and concepts found in the study guide. Study guides should be approximately 10 pages in length – they should be your own work – not copy and pasted from outlines provided by your professor. **Information from outlines copied and pasted into study guides is considered plagiarism.** Prepare one study guide document and **submit the document via the Extra Credit link under the EXAMS tab prior to taking the exam.**

Testing will take place in two phases. You have **45 minutes** to take the **multiple choice** question section of the exam. The multiple choice portion of the test involves answering **35 questions** from a random pool of 80 to 100 questions. You have **20 minutes** to take the **essay** question portion of the exam. *While essay questions are specified on the study guide, you will only answer two of the identified essay questions. The computer will randomly pick one of the questions which you MUST answer; you can then select which of the remaining questions you wish to answer. While you may stay online with a test function for longer than the allotted time (45 minutes for multiple choice questions and 20 minutes for essay questions), points may be deducted if you go significantly beyond the time limits).*

Exam #3 is your FINAL EXAM. It will be the same as the other exams but will NOT have an essay section and therefore worth 30 points less.

Prior study and preparation for exams is critical. You are expected **NOT** to use your textbook, outlines, or notes during exams. The timeframe for both portions of the exam does not allow you to look up every point as you proceed through the exam. In fact, **research indicates that student's perform better on PROCTORED online exams.** This means they go to a class room and are observed by their professor during the exam. The explanation, student's actually study and prepare for proctored exams. Student's may also rely on their text, notes, and outlines for **un-proctored** exams. However, since they have not actually learned the material, and are not prepared for the exam – they rush through the exam while trying to look up answers – and there just isn't enough time! So, do yourself a favor – actually prepare for the exam, study, complete the study guide each week, you will perform much better.

When taking the online exam, you SHOULD NOT print or make a copy of the exam. The test function contains a code that will cause your computer system to crash if you attempt to copy. The test function also contains a “stay alive” command that will keep your Internet connection active during the test experience.

4 Papers = 3 Article Review Papers + 1 Final Synthesis Paper:

The purpose of the article review & synthesis paper assignments are:

1. To allow you the opportunity to select **one area** about the **psychology of AGING** for more detailed study.
2. To give you experience in reading critically, and in writing a critical article review.
3. To allow you the opportunity to practice and polish written communication skills.

Consider the article review assignments as if you were preparing to write a term paper. Choose a topic and narrow the topic to meet the requirements of the course. In this course you need to focus on the **psychology of AGING**. For this assignment I will consider **55+ as a good population to study**. You can choose any topic from the book, but be sure you expand what is covered in the book. Once you have your topic you will need to retrieve research articles. A research article tends to have the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures.

Pick 4 professional research articles in the **same area** as if you were going to write a term paper. You complete **ONE** article summary during weeks 3, 5, 7, 10 for a total of 4 articles. Review the article instructions as described below. The Article Synthesis Paper (summary of your 4 review papers) is due in Week 13). Be sure that you summarize the article and do not just copy the article. You will need to synthesize the information into ~ **2-3 double spaced pages**.

The steps for the article review:

1. Choose a topic about the **psychology of aging** – all 3 articles should address the same topic of PSYCHOLOGY & AGING. **INDICATE YOUR TOPIC ON THE FIRST & SUBSEQUENT REVIEWS.**
2. Pick 3 research articles from age-related or psychological professional journals. ("Refereed" means that the article has been formally reviewed and recommended by a group of peer researchers.). A research article typically has the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures. I would like you to **ONLY** use data-based articles which collects data and summarizes the results in the study.
3. To find an article for your paper:
 - 1) GO TO website for <http://libresources.wichita.edu/AGE-404>
 - 2) This site is made just for this course and will help you find your article using its databases linked to the WSU Library and tips on how to do a good search for those articles.
4. **Article Review format:** Use the sub-headings in your review (Introduction, Methods, Results, Discussion, and Conclusion). Points will be deducted if you don't include the items below under each heading.

Below is the Grading Rubric for each Article Review (20 points possible)

INTRODUCTION

- Provide a full APA citation of the article. (1 point)
- Identify the purpose of the article. (2 points)
- Provide an introductory paragraph discussing relevant background to set-up the purpose. (1 point)
- Identify the main points you will be discussing in the body (analysis) of the review. (1 point)

METHODS

- Describe the design of the study, how many subjects were involved, what they did, variables measured. Be specific! (5 points)

RESULTS

- Describe what was learned from the study. Be sure to address each variable discussed in the methods.
- Write an analytical summary of the main findings, arguments, or conclusions of the article / study. Be specific! (5 points)

DISCUSSION

- Discuss the strengths and usefulness of the article / study, the weaknesses, limitations, or problems of the article / study. (1 point)
- Support your analysis with quotations and/or specific examples throughout. (1 point)

CONCLUSION

- Summarize the previous discussion. (1 point)
- Make a final judgment on the value of the article. (.5 point)
- State what you learned from the article and if you recommend it to other students. (.5 point)
- Comment on the future or implications of the research. (1 point)

Additional Deductions:

- Not using the headers required. (2 points)
- Choosing an article that is an article review or literature review. (5 points)
- Choosing a topic other than aging. (10 points, with 1 chance to resubmit)
- Doing an article synthesis for an article review. (Clear attempt, resubmit)

Please see <http://owl.english.purdue.edu/owl/resource/560/06/> for proper APA citation formatting.

FINAL SYNTHESIS PAPER:

The purpose of the final paper which is a synthesis is to summarize your 4 research articles (already submitted). Use this section to meld all the information reported in the sections and discuss how these work into answering your overall research question. This should be 4-6 page document.

Below is the Synthesis Grading Rubric (50 points possible)

INTRODUCTION

- Provide an introductory paragraph discussing relevant background to set-up the purpose of the paper (5 points)

BODY

- Discuss the specific results that were gained from each study (10 points)
- Discuss the strengths, weaknesses, and limitations of each study (15 points)
- Support your paper with in-text citations. ** (5 points)

CONCLUSION

- Summarize the previous discussion. (5 points)
- Comment on the future or implications of the research. (5 point)

APA Full-Text Citation/References**

- Used proper APA citations NO MISTAKES!! (5 points)

Additional Deductions:

- Any mistakes in grammar or spelling will result in an AUTOMATIC deduction (2 points)
- Not using all three articles
- Doing an article review for an article synthesis. (Clear attempt, resubmit)

-There **IS a difference between in-text citations and the full-text (reference) citations. Please look it up on-line if you are unsure of what to do for APA style.

Academic Honesty:

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying the outlines, another student's paper, creative work, article, or computer work, and submitting it as one's own original. *Submitting the same or similar paper for more than one class is considered*

plagiarism of your own work and is not acceptable. With respect to article reviews and the final synthesis, if you use direct wording from another source, you should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: all assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting you see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. Cheating on exams – As noted in an earlier section of the syllabus, the online exams for this class assume that students WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)
3. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

Important Dates for WSU Students (Fall 2016 Semester):

- August 17 First day of weekday and evening classes
- August 21 Last day to drop with 100% refund
- August 21 Last day to enroll or add for fall semester (16-week classes)
- August 28 Last day to drop with 80% refund
- September 4 Last day to drop with 60% refund
- September 7 LABOR DAY HOLIDAY
- September 21 Last day to drop with 40% refund
- October 9 Spring Schedule of Courses available online - tentative
- October 10-13 FALL BREAK (begins 2 pm on the 10th)
- October 14 Midterm grades due to Registrar
- October 27 Last day to drop with a "W"
- November 25 - 29 THANKSGIVING HOLIDAY CLOSING
- December 3 Last day of fall classes
- December 4 Study day
- December 5-11 Finals

The syllabus is not a contract.

The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Inclusive Excellence

Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socio-economic status, disability, religion, national origin, or military status.

Academic Integrity

Students are responsible for knowing and following the Student Code of Conduct

[Student Code of Conduct](#)

[Academic Honesty](#)

Students are expected to practice academic integrity-DO NOT CHEAT

It is the student's responsibility to know what constitutes "cheating" and "plagiarism". Consult the Student Code of Conduct (links above). There are consequences for violations of the code, depending on the circumstances (see Academic Conduct, Undergraduate Nursing Student Handbook) However, dismissals from the class or nursing program are possibilities.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see [Intellectual Property](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission. <http://www.wichita.edu/thisis/home/?u=disserv>

Blackboard is an accessible environment. For more information, go

here: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440.

The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500. <http://www.wichita.edu/thisis/home/?u=coutstctr1>

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services (Suggested)

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services

are confidential. For more information see [here](#).

Class Cancellation

Class cancellation does not affect online courses.

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see Heskett. <http://www.wichita.edu/thisis/home/?u=shc>

Copyright Notice

Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Measurable Student Learning Outcomes (LO):

LO#1: Describe normal age-related changes in psychological functioning from young to older adulthood.

LO#2: Understand idiosyncratic factors that make each person's aging experience unique.

LO#3: Apply knowledge gained in professional and/or personal situations.

COURSE OUTLINE: Tentative Schedule for 15 week class

WEEK	DATES	LEARNING OBJECTIVES	TOPIC DESCIRPTION	TOPIC READINGS & HWK
1		DB: LO#1, LO#2	Introduction and Welcome! General Introduction and Key Research Methodologies	<ol style="list-style-type: none">1. Read: "Introduction to Learning Online if you are new to online learning (under "Getting Started" Tab)2. Read: "Navigating this Course" (under "Getting Started" Tab)3. Read: the course syllabus & course outline (under "Syllabus" Tab). Make sure you understand all components and requirements for the course.4. Go to: "Course Documents" TAB. Each folder will contain all the weekly readings for each exam in order. Read the Power Point presentation called "Course Introduction – Read First"5. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #1 Course Materials (Week 1-5). Read all documents in "Week #1". You will do this each week.6. Read Text: Chapter #1: Introduction to Adult Development7. DISCUSSION BOARD #1:<ul style="list-style-type: none">• 1A: Week #1: Introduce yourself to your classmates and attach a photo of you in your post. Submit original posts by Friday (10AM), and then post at least 2 responses to your classmate's original post by Monday (10AM).• 1B: Week #1: Chapter #1: Introduction. Answer 2 questions by submitting original posts by Friday (10AM), and then post 2 responses to classmate's post by Monday (10AM).
2		DB: LO#1, LO#2	Theories of Adult Development	<ol style="list-style-type: none">1. Read: Theories of Adult Development (found in course documents- No text this week)2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #1 Course Materials (Week 1-5). Read all documents in "Week #2".3. DISCUSSION BOARD #2: Reading - Theories of Adult Development. Answer 2 questions by submitting original posts by Friday (10AM), and then post 2 responses to classmate's post by Monday (10AM).

3		DB: LO#1, LO#2 HWK: LO#3, LO#4	Normal (Non-disease) Age-Related Physical Changes	1. Read: Chapter #2 Physical Changes 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #1 Course Materials (Week 1-5). Read all documents in "Week #3". 3. DISCUSSION BOARD #3: Chapter #2- Physical Changes. Answer 2 questions by submitting original posts by Friday (10AM) , and then post 2 responses to classmate's post by Monday (10AM) . 4. ASSIGNMENT#1: Article Review #1 DUE (Submit to Safe Assign in the ARTICLE REVIEW "Tab") by Monday, February 8th (10:00 PM) . It's highly recommended to find all 4 articles by now even though Article #1 is only due now.
4		DB: LO#1, LO#2	Common Age-Related Health Problems	1. Read: Chapter #3 Health and Health Disorders 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #1 Course Materials (Week 1-5). Read all documents in "Week #4". 3. DISCUSSION BOARD #4: Chapter #3 - Health and Health Disorders. Answer 2 questions by submitting original posts by Friday (10AM) , and then post 2 responses to classmate's post by Monday (10AM) .
5		DB: LO#1, LO#2 HWK: LO#3, LO#4	Normal and Abnormal Changes in Cognitive Ability	1. Read: Chapter #4 Cognitive Abilities 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #1 Course Materials (Week 1-5). Read all documents in "Week #5". 3. DISCUSSION BOARD #3: Chapter #4 - Cognitive Abilities. Answer 2 questions by submitting original posts by Friday (10AM) , and then post 2 responses to classmate's post by Monday (10AM) . 4. ASSIGNMENT#2: Article Review #2 DUE (Submit to SafeAssignment under the ARTICLE REVIEW "Tab") by Monday, February 22th (10:00 PM) .
6		Exam: LO#1, LO#2	Exam #1 Chapters 1, 2, 3, 4, and Week #2 Reading	1. NO DISCUSSION BOARD 2. Go to "Exam" Tab. Submit Exam Study Guide before you start exam (Optional) 3. Go to "Exam" Tab. The exam will be <u>open Tuesday, February 23rd (10:00am)</u> . <u>Exam #1 will close Monday, February 29th (10:00pm)</u> .
7		DB: LO#1, LO#2	Social Roles and Relationships: Age-Related Change	1. Read: Chapter #5 Social Roles & Chapter #6 Social Relationships 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #2 Course Materials (Week 7-10). Read all documents in "Week #7A & #7B". 3. DISCUSSION BOARD #6: <ul style="list-style-type: none">• <u>Week #7A: Chapter #5</u> - Social Roles. Answer 1 question by submitting original posts by Friday (10AM), and then post 1 response to classmate's post by Monday (10AM).• <u>Week #7B: Chapter #6</u> - Social Relationships. Answer 1 question by submitting original posts by Friday (10AM), and then post 1 response to classmate's post by Monday (10AM).
8		DB: LO#1, LO#2	Work and Retirement: Factors Influencing Career Choices and Adjustment to Retirement	1. Read: Chapter #7 Work and Retirement 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #2 Course Materials (Week 7-10). Read all documents in "Week #8". DISCUSSION BOARD #7: Chapter #7-Work and Retirement. Answer 2 questions by submitting original posts by Friday (10AM) , and then post 2 responses to classmate's post by Monday (10AM) .
9		HWK: LO#3, LO#4	SPRING BREAK	NO CLASS Spring Break Starts March 14 and ends March 20 ASSIGNMENT#3: Article Review #3 DUE (Submit to SafeAssignment under the ARTICLE REVIEW "Tab") by Monday, March 21st (10:00 PM) .
10		DB: LO#1, LO#2	Personality & Developing a Sense of Personal Meaning or Relevance in Life	1. Chapter #8 Personality & Chapter #9 The Quest for Meaning 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #2 Course Materials (Week 7-10). Read all documents in "Week #10A &10B". 3. DISCUSSION BOARDS #9: <ul style="list-style-type: none">• Week #10A: Chapter #8 – Personality. Answer 1 question by submitting original posts by Friday (10AM), and then post 1 response to classmate's post by Monday (10AM).• Week #10B: Chapter #9 - Quest for Meaning Answer 1 question by submitting original posts by Friday (10AM), then post 1 response to classmate's post by Monday (10AM).

11		Exam: LO#1, LO#2	Exam #2 Chapters 5, 6, 7, 8, and 9	1. NO DISCUSSION BOARD 2. Go to "Exam" Tab. Submit Exam Study Guide before you start exam (Optional) 3. Go to "Exam" Tab. The exam will be <u>open Tuesday</u> , March 29 th (10:00am). <u>Exam #2</u> will <u>close</u> Monday, April 4 th (10:00pm).
12		DB: LO#1, LO#2	"Stress": The Impact on the Ability to Function	1. Read: Chapter #10 Stress, Coping, and Resistance 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #3 Course Materials (Week 12-15). Read all documents in "Week #12". 3. DISCUSSION BOARD #10: Chapter #10 - Stress, Coping and Resilience. Answer 2 questions by submitting original posts by Friday (10AM) , and then post 2 responses to classmate's post by Monday (10AM) .
13		DB: LO#1, LO#2 HWK: LO#3, LO#4	A Review of Adult Development Themes	1. Read: Themes of Adult Development (course documents- No text) 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #3 Course Materials (Week 12-15). Read all documents in "Week #13". 3. DISCUSSION BOARDS #10: Reading - Themes of Adulthood. Answer 2 questions by submitting original posts by Friday (10AM) , and then post 2 responses to classmate's post by Monday (10AM) . 4. Assignment #5: Article Synthesis Paper (Submit to SafeAssignment under the ARTICLE REVIEW "Tab") DUE: Monday, April 18th (10:00pm)
14		DB: LO#1, LO#2	Psychological and Social Issues Related to Death and Dying	1. Read: Chapter #11 Death and Bereavement 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #3 Course Materials (Week 12-15). Read all documents in "Week #14". 3. DISCUSSION BOARDS #11: Chapter #11 - Death and Bereavement. Answer 2 questions by submitting original posts by Friday (10AM) , and then post 2 responses to classmate's post by Monday (10AM) .
15		DB: LO#1, LO#2	Factors Contributing to Life Satisfaction	1. Read: Chapter #12 The Successful Journey 2. Go to: "Course Documents" TAB. Then open FOLDER called, "Exam #3 Course Materials (Week 12-15). Read all documents in "Week #15". 3. DISCUSSION BOARDS #12: Chapter #12 - The Successful Journey. Answer 2 questions by submitting original posts by Friday (10AM) , and then post 2 responses to classmate's post by Monday (10AM) .
16			Last week – Final Exam #3 opens	1. Friday, May 6 is a "Study Day" 2. NO DISCUSSION BOARD 3. The Final Exam = Exam #3 and covers Chapters 10, 11, 12 and additional readings. 4. The exam will be <u>open</u> on Friday, May 6th (10:00am) . <u>Exam #3</u> will <u>close</u> Tuesday, May 10th (10:00pm) .
17		Exam: LO#1, LO#2	FINAL EXAM	Exam #3 will <u>close</u> Tuesday, May 10th (10:00pm) .



Course Syllabus

Instructor: Sarah M Taylor, MA
Email: sarah.taylor@wichita.edu (I typically check my e-mail every day.)
Office Location: Ahlberg Hall – Room 135D
Telephone: (316) 978-5650
Preferred Method of Contact: Email
Office Hours: Tuesday and Thursday 1:30 to 3:00 p.m.
Classroom; Days/Time: Asynchronous Internet/Blackboard Course

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If any changes do occur, you will be contacted by email with any updates.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

Course Description

AGE 404 Psychology of Aging (3). Cross-listed as PSY 404. An examination of the issues surrounding the adult aging process. Includes personality and intellectual change, mental health of the older adult, and the psychological issues of extending human life. Emphasizes the strengths of the older adult and prevention of psychological problems of the older adult. Prerequisite: PSY 111.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes (LO):

LO#1: Examine normal age-related changes in psychological functioning from young to older adulthood.

LO#2: Explore idiosyncratic factors that make each person's aging experience unique.

LO#3: Apply knowledge gained in professional and personal situations.

LO#4: Describe a potential idea for future research to expand understanding of how to age successfully.

Required Texts/Readings Textbook

Journey of Adulthood , Books a la Carte Edition Plus REVEL -- Access Card Package, 8/E

Bjorklund

ISBN-10: 0134174585 • ISBN-13: 9780134174587

©2016 • Unbound (saleable) with Access Card, 480 pp • (*Available at the WSU BOOKSTORE - This is the only book for the class and also includes a printed bound copy of the book in addition to the online book which has video clips and tutorials within the chapters*)

2nd Option for Book is only online:

Students can purchase access on Pearson's website for around \$75.00 but it does not include the printed copy.

[Online book access link](#)

REVEL Information for AGE 404

This course uses a Pearson digital product which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. [Visit this link](#)
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact your instructor if you lose the invite link.

REVEL Access Link for AGE 404 Summer 2016:

[Access REVEL by clicking here](#)

Using REVEL to Succeed in This Course

1. Quizzes can help you learn more as you read.
2. Track your performance in REVEL throughout the semester.
3. Highlighting important sections in the chapter will allow you to easily refer to them later on in the semester. You may want to try listening to the audio while you read.
4. If you forget your login information, go to the [Forgot Username or Password](#) link to retrieve your username or reset your password. Then, enter your email address and click continue. Check your email account for an email with the subject, "Pearson Username/Password Request." The message will contain all of the usernames that are found for that email address. Choose one account to use with REVEL.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points	Letter grade	Grade Points	Interpretation
463 to 500 points	A	4.00	<i>The A range denotes excellent performance.</i>
462 to 448 points	A-	3.70	
447 to 433 points	B+	3.30	
432 to 413 points	B	3.00	<i>The B range denotes good performance.</i>
412 to 398 points	B-	2.70	
397 to 383 points	C+	2.30	
382 to 363 points	C	2.00	<i>The C range denotes satisfactory performance.</i>
362-348 points	C-	1.70	
347 to 333 points	D+	1.30	

332 to 313 points	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
312 to 298 points	D-	0.70	
297 or less	F	0.00	<i>F denotes failing performance.</i>

Assignments

List of assignments and values toward final grades are below. The due dates are in the “Course Outline” document.

Grading System and Requirements:

Three, 100 point exams	=	300 points
Two, 15 point article reviews (see details that follow)	=	30 points
One, 50 point final synthesis of articles	=	50 points
Online participation (see details that follow)	=	120 points
Total	=	500 points

Late Assignments

Discussion posts completed after the Sunday at the end of the week will receive **zero credit**.

Late papers will not be accepted. Exams cannot be made up without submitted documentation and approval.

Class Protocol

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. The link to the introduction is on the main announcements page. Students are welcome at any time during the semester to meet with the instructor “in-person” during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes. Within the Blackboard program, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents section of Blackboard for an outline of the information assigned for the week. The outline will include a list of questions posted in the Discussion Board section.

DISCUSSION BOARDS & PARTICIPATION:

Each week begins Monday and ends at 11:59 p.m. on Sunday. At the start of each week, you will find several questions posted in the Discussion Board. The questions relate to content covered in the assigned chapter. You must generate an “original” posting to TWO questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook. Original postings should be complete by **11:59 p.m. Wednesday** of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; TWO follow-up postings are required to be posted by **11:59 p.m. Sunday** of the corresponding week.

In follow-up postings, you can agree or disagree with a classmate, BUT it is not enough to get points. You should expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. Simply typing, “Ditto” or “I agree” does not constitute a follow-up response. Incomplete and/or poor quality responses will be graded accordingly.

The following is a general rubric for points earned for discussion board responses. Specific feedback will be provided during the first few weeks to help shape your answers.

Quality of Contribution	4 points	2 point	0 points
	The student has clearly thought about the material and has raised interesting solutions and/or problems with inclusion of readings and at least one research study or scholarly article (from an educational source) for support;	The student has written about the material, but has not offered information that was not already given in the text. Contributions and conclusions less reflective and developed; may not have addressed all elements; Minimally includes literature support; citation may be	Poorly developed; may only state, “I agree”, “Yes”, “No” or something similar; The student has not reflected on the material, or the post made is irrelevant to the topic.

		inaccurate.	
Organization and Flow	2 points First statement/sentence clearly indicates the topic discussed Logical sequence Descriptive Creates clarity	1 point First sentence partially indicates the topic discussed Mostly logical sequence Mostly descriptive Generally adds to cohesion	0 points Unable to discern the topic discussed Illogical sequence Lacks precision Detracts from central ideas
Word Choice; Grammar/Spelling	2 points The post made does not contain grammatical or spelling errors; uses complete sentences	1 point The post made contains very few grammatical and/or spelling errors.	0 points The post made contains several grammatical and/or spelling errors and is difficult to understand.
Timeliness	2 points The student made the required posts by the deadline set.	1 point The student made some of the required posts by the deadline set.	0 points The student did not post by the required deadline set.

PARTICIPATION IN REVIEW:

The week will run from Monday morning to Sunday night at 11:59 pm.

Original Posting to discussion board questions are due **Wednesday** by 11:59 pm.

Follow-up Postings to discussion board questions are due **Sunday** by 11:59 pm.

Full participation as defined above (posting two “original” responses and two “follow-up” responses per session) results in 10 points per discussion board, up to a **maximum of 120 points in this grade category**. Failure to fully participate in discussion boards will result in point deductions. There are 12 Discussion Boards available (Modules 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, and 3.5). You will not earn additional or extra credit by completing all questions in each weekly discussion board – but participating will certainly add to your knowledge.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally choose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar, but do look at your responses before you submit them to make sure they are as “clean” as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor online discussions every Thursday & Monday. It is tempting to believe that the instructor “lives” online and is available at all times, but this is not the case.

EXAMS:

As noted in the syllabus section on Grading System and Requirements, this course includes three exams. You may take the exam at anytime during the exam week, but must complete the exam by Monday night of the exam week. Failure to complete the exam by the end of the scheduled test week results in a 10-point (one letter grade) deduction. If you should experience a transmission error during the exam due to Internet problems, you should immediately email me at sarah.taylor@wichita.edu. I will reset the test function within 12 hours, and you will be expected to resubmit the exam within 24 hours.

Tests will consist of 50 multiple choice questions. You have **1 hour 10 minutes** to take the exam. *While you may stay online with a test function for longer than the allotted time (1 hour 10 minutes for multiple choice questions) points may be deducted if you go significantly beyond the time limits.*

Exam #3 is your FINAL EXAM. It will be the same as the other exams.

Prior study and preparation for exams is critical. You are expected **NOT** to use your textbook, outlines, or notes during exams. The timeframe for the exam does not allow you to look up every point as you proceed through the exam. In fact, **research indicates that student's perform better on PROCTORED online exams**. This means they go to a class room and are observed by their professor during the exam. The explanation, student's actually study and prepare for

proctored exams. Student's may also rely on their text, notes, and outlines for **un-proctored** exams. However, since they have not actually learned the material, and are not prepared for the exam – they rush through the exam while trying to look up answers – and there just isn't enough time! So, do yourself a favor – actually prepare for the exam, and study, you will perform much better.

When taking the online exam, you SHOULD NOT print or make a copy of the exam. The test function contains a code that will cause your computer system to crash if you attempt to copy. The test function also contains a “stay alive” command that will keep your Internet connection active during the test experience.

3 Papers = 2 Article Review Papers + 1 Final Synthesis Paper:

The purpose of the article review & synthesis paper assignments are:

1. To allow you the opportunity to select **one area** about the ***psychology of AGING*** for more detailed study.
2. To give you experience in reading critically, and in writing a critical article review.
3. To allow you the opportunity to practice and polish written communication skills.

Consider the article review assignments as if you were preparing to write a term paper. Choose a topic and narrow the topic to meet the requirements of the course. In this course you need to focus on the ***psychology of AGING***. For this assignment I will consider **55+ as a good population to study**. You can choose any topic from the book, but be sure you expand what is covered in the book. Once you have your topic you will need to retrieve research articles. A research article tends to have the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures.

Pick 4 professional research articles in the **same area** as if you were going to write a term paper. You complete **ONE** article summary during weeks 2 and 5 for a total of 2 graded article Reviews the article instructions as described below. The Article Synthesis Paper (summary of your 4 review papers, 2 graded, is due in Week 7). Be sure that you summarize the article and do not just copy the article. You will need to synthesize the information into ~ ***2-3 double spaced pages***.

Students may turn in ONE additional Article Review for grading to receive 20 Extra Credit points. This review is due no later than Sunday, July 17 at 11:59 p.m.

The steps for the article review:

1. Choose a topic about the **psychology of aging** – all 3 articles should address the same topic of PSYCHOLOGY & AGING. **INDICATE YOUR TOPIC ON THE FIRST & SUBSEQUENT REVIEWS.**
2. Pick 3 research articles from age-related or psychological professional journals. ("Refereed" means that the article has been formally reviewed and recommended by a group of peer researchers.). A research article typically has the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures. I would like you to **ONLY** use data-based articles which collects data and summarizes the results in the study.
3. To find an article for your paper:
 - 1) GO TO website for <http://libresources.wichita.edu/AGE-404>
 - 2) This site is made just for this course and will help you find your article using its databases linked to the WSU Library and tips on how to do a good search for those articles.
4. **Article Review format:** Use the sub-headings in your review (Introduction, Methods, Results, Discussion, and Conclusion). Points will be deducted if you don't include the items below under each heading.

Below is the Grading Rubric for each Article Review (20 points possible)

INTRODUCTION

- Provide a full APA citation of the article. (1 point)
- Identify the purpose of the article. (2 points)
- Provide an introductory paragraph discussing relevant background to set-up the purpose. (1 point)
- Identify the main points you will be discussing in the body (analysis) of the review. (1 point)

METHODS

- Describe the design of the study, how many subjects were involved, what they did, variables measured. Be specific! (5 points)

RESULTS

- Describe what was learned from the study. Be sure to address each variable discussed in the methods.
- Write an analytical summary of the main findings, arguments, or conclusions of the article / study. Be specific! (5 points)

DISCUSSION

- Discuss the strengths and usefulness of the article / study, the weaknesses, limitations, or problems of the article / study. (1 point)
- Support your analysis with quotations and/or specific examples throughout. (1 point)

CONCLUSION

- Summarize the previous discussion. (1 point)
- Make a final judgment on the value of the article. (.5 point)
- State what you learned from the article and if you recommend it to other students. (.5 point)
- Comment on the future or implications of the research. (1 point)

Additional Deductions:

- Not using the headers required. (2 points)
- Choosing an article that is an article review or literature review. (5 points)
- Choosing a topic other than aging. (10 points, with 1 chance to resubmit)
- Doing an article synthesis for an article review. (Clear attempt, resubmit)

Please see <http://owl.english.purdue.edu/owl/resource/560/06/> for proper APA citation formatting.

FINAL SYNTHESIS PAPER:

The purpose of the final paper which is a synthesis is to summarize your 4 research articles (2 submitted for grading). Use this section to meld all the information reported in the sections and discuss how these work into answering your overall research question. This should be 4-6 page document.

Below is the Synthesis Grading Rubric (50 points possible)

INTRODUCTION

- Provide an introductory paragraph discussing relevant background to set-up the purpose of the paper (5 points)

BODY

- Discuss the specific results that were gained from each study (10 points)
- Discuss the strengths, weaknesses, and limitations of each study (15 points)
- Support your paper with in-text citations. ** (5 points)

CONCLUSION

- Summarize the previous discussion. (5 points)
- Comment on the future or implications of the research. (5 point)

APA Full-Text Citation/References**

- Used proper APA citations NO MISTAKES!! (5 points)

Additional Deductions:

- Any mistakes in grammar or spelling will result in an AUTOMATIC deduction (2 points)
- Not using all four articles
- Doing an article review for an article synthesis. (Clear attempt, resubmit)

******-There **IS** a difference between in-text citations and the full-text (reference) citations. Please look it up on-line if you are unsure of what to do for APA style.

Academic Honesty:

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned

item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include another student's paper, creative work, article, or computer work, and submitting it as one's own original. *Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable.* With respect to article reviews and the final synthesis, if you use direct wording from another source, you should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: all assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting you see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. Cheating on exams – As noted in an earlier section of the syllabus, the online exams for this class assume that students WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)
3. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

Important Dates for WSU Students (Summer 2016 Semester):

- June 6 First day of summer courses
- July 4 4th of July HOLIDAY
- July 29 Last day of summer classes

The syllabus is not a contract.

The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Inclusive Excellence

Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socio-economic status, disability, religion, national origin, or military status.

Academic Integrity

Students are responsible for knowing and following the Student Code of Conduct

[Student Code of Conduct](#)

[Academic Honesty](#)

Students are expected to practice academic integrity-DO NOT CHEAT

It is the student's responsibility to know what constitutes "cheating" and "plagiarism". Consult the Student Code of Conduct (links above). There are consequences for violations of the code, depending on the circumstances (see Academic

Conduct, Undergraduate Nursing Student Handbook) However, dismissals from the class or nursing program are possibilities.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see [Intellectual Property](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission. <http://www.wichita.edu/thisis/home/?u=disserv>

Blackboard is an accessible environment. For more information, go here: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440.

The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500. <http://www.wichita.edu/thisis/home/?u=coutstctr1>

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services (Suggested)

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

Class Cancellation

Class cancellation does not affect online courses.

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see Heskett. <http://www.wichita.edu>thisis/home/?u=shc>

Copyright Notice

Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Measurable Student Learning Outcomes (LO):

LO#1: Describe normal age-related changes in psychological functioning from young to older adulthood.

LO#2: Understand idiosyncratic factors that make each person's aging experience unique.

LO#3: Apply knowledge gained in professional and/or personal situations.

COURSE OUTLINE: Summer 2016 Schedule

UNIT	DATE	LEARNING OBJECTIVES	TOPIC DESCIRPTION	TOPIC READINGS & HWK
Module 1				
1.1	6/6	DB: LO#1, LO#2	Introduction and Welcome! General Introduction and Key Research Methodologies	<ol style="list-style-type: none">1. Read: "Introduction to Learning Online if you are new to online learning (under "Getting Started" Tab)2. Read: "Navigating this Course" (under "Getting Started" Tab)3. Read: the course syllabus & course outline (under "Syllabus" Tab). Make sure you understand all components and requirements for the course.4. Go to: "Course Modules" TAB. Each Learning Module will contain all the weekly readings for each exam in order. Read the Power Point presentation called "Course Introduction – Read First"5. Go to: "Course Modules" TAB. Then open the LEARNING MODULE called, Module 1 Course Materials (Units 1.1 to 1.4 and Exam #1). Read all documents in Unit 1.1. You will do this each week.6. Read Text: Chapter #1: Introduction to Adult Development7. DISCUSSION BOARD 1.1:<ul style="list-style-type: none">• 1A: Introduce yourself to your classmates and attach a photo of you in your post. Submit original posts by Wednesday (11:59 p.m.), and then post at least 2 responses to your classmate's original post by Sunday (11:59 p.m.).• 1B: Chapter #1: Introduction. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.), and then post 2 responses to classmate's post by Sunday (11:59 p.m.).
1.2	6/6	DB: LO#1, LO#2	Normal (Non-disease) Age-Related Physical Changes	<ol style="list-style-type: none">1. Read Text: Chapter #2 Physical Changes2. Go to: "Course Modules" TAB. Then open the LEARNING MODULE called, Module 1 Course Materials (Units 1.1 to 1.4 and Exam #1). Read all documents in Unit 1.2.3. DISCUSSION BOARD 1.2: Chapter #2- Physical Changes. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.), and then post 2 responses to classmate's post by Sunday (11:59 p.m.).
1.3	6/13	DB: LO#1, LO#2	Common Age-Related Health Problems	<ol style="list-style-type: none">1. Read Text: Chapter #3 Health and Health Disorders2. Go to: "Course Modules" TAB. Then open the LEARNING MODULE called, Module 1 Course Materials (Units 1.1 to 1.4 and Exam #1). Read all documents in Unit 1.3.3. DISCUSSION BOARD 1.3: Chapter #3 - Health and Health Disorders. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.), and then post 2 responses to classmate's post by Sunday (11:59 p.m.).

1.4	6/13	DB: LO#1, LO#2 HWK: LO#3	Normal and Abnormal Changes in Cognitive Ability	<ol style="list-style-type: none"> 1. Read Text: Chapter #4 Cognitive Abilities 2. Go to: "Course Modules" TAB. Then open the LEARNING MODULE called, Module 1 Course Materials (Units 1.1 to 1.4 and Exam #1). Read all documents in Unit 1.4. 3. DISCUSSION BOARD 1.4: Chapter #4 - Cognitive Abilities. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.), and then post 2 responses to classmate's post by Sunday (11:59 p.m.). 4. ASSIGNMENT#1: <u>Article Review #1 DUE</u> (Submit to Safe Assign in the ARTICLE REVIEW "Tab") by Sunday, June 19th (11:59 p.m.). It's highly recommended to find all 4 articles by now even though Article #1 is only due
EXAM	6/20	Exam: LO#1, LO#2	Exam #1 Chapters 1, 2, 3, and 4 reading	<ol style="list-style-type: none"> 1. NO DISCUSSION BOARD 2. Go to the "Course Modules" TAB. Then open the LEARNING MODULE called Module 3 Course Materials (Units 1.1 to 1.4 and Exam #1). You will find the exam in the Exam Folder. The exam will be open Saturday, June 18th (6:00am). <u>Exam #1 will close Sunday, June 26th (11:59 p.m.)</u>
<u>Module 2</u>				
2.1	6/20	DB: LO#1, LO#2	Social Roles	<ol style="list-style-type: none"> 1. Read Text: Chapter #5 Social Roles 2. Go to: "Course Modules" TAB. Then open the LEARNING MODULE called, Module 2 Course Materials (Units 2.1 to 2.5 and Exam #2). Read all documents in Unit 2.1. 3. DISCUSSION BOARD 2.1: Chapter #5 - Social Roles. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.), and then post 2 responses to classmate's post by Sunday (11:59 p.m.).
2.2	6/27	DB: LO#1, LO#2	Relationships: Age-Related Change	<ol style="list-style-type: none"> 1. Read Text: Chapter #6 Social Relationships 2. Go to: "Course Modules" TAB. Then open LEARNING MODULE called, Module 2 Course Materials (Units 2.1 to 2.5 and Exam #2). Read all documents in Unit 2.2. 3. DISCUSSION BOARD 2.2: Chapter #6 - Social Relationships. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.), and then post 2 responses to classmate's post by Sunday (11:59 p.m.).
2.3	6/27	DB: LO#1, LO#2 HWK: LO#3	Work and Retirement: Factors Influencing Career Choices and Adjustment to Retirement	<ol style="list-style-type: none"> 1. Read Text: Chapter #7 Work and Retirement 2. Go to: "Course Modules" TAB. Then open LEARNING MODULE called, Module 2 Course Materials (Units 2.1 to 2.5 and Exam #2). Read all documents in Unit 2.3. 3. DISCUSSION BOARD 2.3: Chapter #7-Work and Retirement. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.), and then post 2 responses to classmate's post by Sunday (11:59 p.m.). 4. ASSIGNMENT#2: <u>Article Review #2 DUE</u> (Submit to SafeAssignment under the ARTICLE REVIEW "Tab") by Sunday, July 3rd (11:59 p.m.).
2.4	7/5		Personality & Developing a Sense of Personal Meaning or Relevance in Life	<p>4th of July Holiday Monday July 4</p> <ol style="list-style-type: none"> 1. Read Text: Chapter #8 Personality 2. Go to: "Course Modules" TAB. Then open LEARNING MODULE called, Module 2 Course Materials (Units 2.1 to 2.5 and Exam #2). Read all documents in Unit 2.4. 3. DISCUSSION BOARDS 2.4: Chapter #8 – Personality. Answer 1 question by submitting original posts by Wednesday (11:59 p.m.), and then post 1 response to classmate's post by Sunday (11:59 p.m.).
EXAM	7/5	Exam: LO#1, LO#2	Exam #2 Chapters 5, 6, 7, 8, and 9	<ol style="list-style-type: none"> 1. NO DISCUSSION BOARD 2. Go to the "Course Modules" TAB. Then open the LEARNING MODULE called Module 2 Course Materials (Units 2.1 to 2.4 and Exam #2). You will find the exam in the Exam Folder. The exam will be open Saturday, July 2nd (6:00 a.m.). <u>Exam #2 will close Sunday, July 10th (11:59 p.m.)</u>
<u>Module 3</u>				
3.1	7/11			<ol style="list-style-type: none"> 1. Read Text: Chapter #9 The Quest for Meaning 2. Go to: "Course Modules" TAB. Then open the LEARNING MODULE called, Module 3 Course Materials (Units 3.1 to 3.5 and Exam #3). Read all

				documents in Unit 3.1. 3. DISCUSSION BOARDS 3.1: Chapter #9 - Quest for Meaning Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.) , then post 2 response to classmate's post by Sunday (11:59 p.m.)
3.2	7/11	DB: LO#1, LO#2	“Stress”: The Impact on the Ability to Function	1. Read Text: Chapter #10 Stress, Coping, and Resistance 2. Go to: “Course Modules” TAB. Then open the LEARNING MODULE called, Module 3 Course Materials (Units 3.1 to 3.5 and Exam #3). Read all documents in Unit 3.2. 3. DISCUSSION BOARDS 3.2: Chapter #10 - Stress, Coping and Resilience. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.) , and then post 2 responses to classmate's post by Sunday (11:59pm) . 4. Extra Credit Article Review DUE: Sunday, July 17th (11:59pm)
3.3	7/18	DB: LO#1, LO#2	Psychological and Social Issues Related to Death and Dying	1. Read Text: Chapter #11 Death and Bereavement 2. Go to: “Course Modules” TAB. Then open the LEARNING MODULE called, Module 3 Course Materials (Units 3.1 to 3.5 and Exam #3). Read all documents in Unit 3.3. 3. DISCUSSION BOARDS 3.3: Chapter #11 - Death and Bereavement. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.) , and then post 2 responses to classmate's post by Sunday (11:59 p.m.) .
3.4	7/18	HW: LO#3 & LO#4		1. NO DISCUSSION BOARD 2. Go to: “Course Modules” TAB. Then open the LEARNING MODULE called, Module 3 Course Materials (Units 3.1 to 3.5 and Exam #3). Enter folder Unit 3.4. 3. Assignment #3: Article Synthesis Paper (Submit to SafeAssignment under the ARTICLE REVIEW “Tab”) DUE: Sunday July 24th (11:59pm)
3.5	7/25	DB: LO#1, LO#2	Factors Contributing to Life Satisfaction	1. Read Text: Chapter #12 The Successful Journey 2. Go to: “Course Modules” TAB. Then open the LEARNING MODULE called, Module 3 Course Materials (Units 3.1 to 3.5 and Exam #3). Read all documents in Unit 3.5. 3. DISCUSSION BOARDS 3.5: Chapter #12 - The Successful Journey. Answer 2 questions by submitting original posts by Wednesday (11:59 p.m.) , and then post 2 responses to classmate's post by Friday (11:59 p.m.) .
EXAM	7/25	Exam: LO#1, LO#2	Exam #3 opens	1. NO DISCUSSION BOARD 2. Go to the “Course Modules” TAB. Then open the LEARNING MODULE called Module 3 Course Materials (Units 3.1 to 3.5 and Exam #3). You will find the exam in the Exam Folder. The exam will be <u>open</u> on Wednesday, July 20th (6:00am) . Exam #3 will close Thursday, July 28th (11:59p.m.) .



AGE 481 Cooperative Education Field Study Master Syllabus

Instructor:	Nicole L. Rogers, PhD
Department:	Public Health Sciences
Office Location:	135 Ahlberg Hall
Telephone:	316.978.6684
Email:	nicole.rogers@wichita.edu
Preferred Method of Contact:	email
Office Hours:	Tuesday & Thursday 1:00 to 3:00 p.m.
Classroom; Days/Time:	Arranged

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences. Penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or university level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Course Description

Provides practical field experience, under academic supervision, that complements and enhances the student's academic program. Repeatable up to 6 hours. Graded *Cr/NCr*. Prerequisites: AGE 100 and instructor's consent.

Definition of a Credit Hour

This course is one (1), two (2), or three (3) credit hours depending upon how much you are planning to work. One (1) credit hour for field placement is defined as at least forty-five (45) hours of supervised work each semester.

Measurable Student Learning Outcomes

This course is designed to provide practical experience in several age-related.

The student is expected to:

1. Obtain practical experience at a number of organizations that would include, but not limited to:
 - a. Senior centers
 - b. Senior service organizations
 - c. Area and state agencies on aging
 - d. Housing
 - e. Public, non-profit and corporate settings
 - f. Educational settings
 - g. Health and long term care facilities

3. Dress, act, speak, react, and perform professionally, enthusiastically, and responsibly.
4. Complete all requirements and objectives on schedule.

5. Be a role model and representative for the organization as well as WSU.

Obtaining a Cooperative Education Position

To establish your Cooperative Education position, please contact Karen Pickert in the Cooperative Education Office which is located in Brennan Hall III. She can be reached at Karen.pickert@wichita.edu or 316-978-6987.

- Complete the requirements listed below. If you have questions, please call or email Karen.
- Maintain contact with your faculty advisor, and complete your academic requirements when due.
- All electronic correspondence with the Co-op office will be done through your WSU email account.

Learning Objective Agreement (LOA)

The LOA is due on Monday September 19, 2016

1. The form will be emailed to you, please fill out your Learning Objective Agreement electronically.
2. Consult with your advisor, in person or electronically, and **enter 3 objectives and details of your project** in the Faculty Advisor Project section.
3. E-sign and “submit” your LOA. Email it to your worksite supervisor. After all signatures are typed in, email it to Karen.pickert@wichita.edu
4. Please let your worksite supervisor know that you will be sending this LOA, so that your supervisor can review your objectives for the semester and know what you want to accomplish. Please keep a copy of your LOA for your reference.

Student Conduct

Students are expected to arrive at their positions as scheduled and on time, be prepared, remain attentive, observe appropriate worksite decorum (e.g., cell phone etiquette, professionalism), and fully participate in the assigned activities.

Attendance and Participation

Students are expected to fulfill their commitment to their employer at the worksite, and arrive at work before the expected time each day. It is the student's responsibility to inform their supervisors in a timely manner when an unavoidable absence occurs. Students are expected to have only one or two absences each semester. If a third or more absence is unavoidable, please email or call Karen Pickert to clarify the reason(s) for the absence(s).

Grading Scale

This is a credit/no credit course. The following list of requirements must be completed in order to receive credit for this course. These items, plus the project which you and your advisor have agreed upon, are due before the end of the semester.

Assignments

Self-Evaluation: The self-evaluation will be emailed to you in November, fill out your Self-Evaluation and respond to each question. This is a tool that we use to find how well the Co-op program met your educational needs.

Final Project: Complete the final project and turn it into your Co-op Faculty Advisor on the date that was determined. Your faculty advisor (Dr. Rogers) will review your project and other listed requirements and assign you a credit/no credit grade for the course.

Important Academic Dates

For fall semester 2016, classes begin Monday, August 22nd, 2016, and end Thursday, December 8th, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is Monday, September 19th, 2016. There are no classes on Friday, December 9th, 2016. The final exam period is Saturday, December 10th through Friday, December 16th, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Tentative Schedule for 15 week class

You will state your work schedule for this cooperative education experience on the approval forms and you

are expected to be at your internship site during those times.



AGE 501 Field Experience, Master Syllabus

Instructor:	Nicole L. Rogers, PhD
Department:	Public Health Sciences
Office Location:	135 Ahlberg Hall
Telephone:	(316) 978-6684
Email:	nicole.rogers@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:00 to 3:00

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Academic Honesty

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Course Description

A supervised field experience in an agency or organization planning or providing services to older people, individually designed to enhance each student's skills and knowledge of the aging service network. Prerequisites: 12 hours of aging studies credit and instructor's consent.

Definition of a Credit Hour

Success in this 3 credit hour independent study is based on the expectation that students will spend, for each unit of credit, 35 hours over the length of the course (approx. 45 hours of research and writing for each unit of credit) for a total of 135 hours.

Measurable Student Learning Outcomes

The Field Experience is designed to help students experience a variety of age-related settings as well as bridge their academic studies with a professional experience. Field Experiences are individually designed to enhance the learning needs and career goals of each student. Placements have included such arenas as:

- Senior centers
- Senior service organizations
- Area and state agencies on aging
- Housing
- Public, non-profit and corporate settings
- Educational settings
- Health and long term care facilities

- LO#1 Identify the formal organization of an age-related organization/facility (listed above) through the agency report assignment.
- LO#2 Recognize issues related to working in a age-related facility
- LO#3 Describe the day to day operation by observing procedures and policy, participating in meetings, sharing in decision making and by hands on project experience.
- LO#4 Discuss personal growth in at least 3 aging studies areas

Class Protocol

There are several steps involved in finding an appropriate field experience:

1. During the semester before the field experience, the student is expected to contact their faculty advisor and indicate his/her interest in planning a field experience. This should take place as early as possible during the previous semester. At this time, the student's needs, goals and career objectives will be discussed, as well as the number of credit hours desired.
2. Following discussions with the faculty advisor, students will be instructed to contact potential field experience sites. It is often helpful at this step to talk to several agencies to find out what types of field experience opportunities they might have available. Remember: the field experience is intended to be a learning experience. Students should carefully consider what types of skills/opportunities each site is likely to provide.
3. In conjunction with the faculty advisor, students select/accept a field experience:
 - a. Discuss selection with faculty advisor.
 - b. Notify field experience site(s) of your decision.
 - c. Register for field experience

Agency Contribution and Responsibilities

The agency accepting a field experience student makes a critically important contribution to the professional socialization of the student and serves as a bridge between the University and employment in the field. The field supervisor is responsible for:

1. Orienting the student to the agency's mission and operating procedures
2. Allowing the student to shadow employees
3. Regularly observing and conferring with the student

Expectations of the Student

While in the field, students are expected to exhibit a high level of maturity and performance as well as a willingness to expend maximum time and effort for the agency. The highest standards of professional conduct are expected at all times. Remember: you are representing Wichita State University and yourself. Please make sure the experience is one of which you will be proud. Professional misconduct, as defined by the field supervisor and/or the faculty supervisor, is adequate reason for termination of a placement, denial of future placements, and a final grade of F.

Communication

If at any time the student or feels she or he is having communication problems or any other difficulty, she or he should contact the faculty advisor immediately. Likewise, the field supervisor should contact the faculty supervisor at any time there is a need to discuss the placement.

Assignments

Journal: LO#1, LO#2, LO #4 (10 submissions) – 200 points

The student maintains a daily journal as a record of observations and activities. The journal serves as a source of information that will be helpful in the writing of the final report and in tracing your personal and professional development. **The journals should be submitted via Blackboard after being at the site two days and submitted every two weeks after that.**

Agency Report – LO# 1, LO# 3 - 100 points

One of the goals of the practicum is to gain a greater understanding of the health services system. Students will document their experience learning about the organization through the completion of an organization paper; prepare a two-page summary paper on each organization.

Final Paper: LO#5 – 200 points

You will write a paper summarizing what you've learned through the practicum, stated in age-related terms.

Site visits: The faculty supervisor may visit the agency at some time during the semester to meet with the student and the field supervisor.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
465-500	A	4.00	<i>The A range denotes excellent performance.</i>
450-464	A-	3.70	
435-449	B+	3.30	
415-434	B	3.00	<i>The B range denotes good performance.</i>
400-414	B-	2.70	
385-399	C+	2.30	
365-384	C	2.00	<i>The C range denotes satisfactory performance.</i>
350-364	C-	1.70	
335-349	D+	1.30	
315-334	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
300-314	D-	0.70	
299 and below	F	0.00	<i>F denotes failing performance.</i>

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

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DIVERSITY AND AGING

AGE 512 and ETHS 512

3 Credit Hours

Wichita State University

Spring Semester 2016

Course Syllabus

Professor: Sarah M. Taylor, MA

Contacts: Office: Ahlberg Hall, Room 135D

Phone: 978-5650

Fax: 978-3072

Email: sarah.taylor@wichita.edu

Hours: Cancellation of scheduled office hours may occasionally occur due to unavoidable conflicts.

1:30 p.m. to 3:30 p.m. Thursday

Other days or times by appointment

CONTACTING INSTRUCTOR:

- ✓ Please utilize your **WSU E-mail (I will only make contact through Blackboard which sends to your WSU Email)**
- ✓ I will respond within 24-48 hours during weekdays; anything sent over the weekend, I may not reply until Monday morning. If you are working on an assignment due by Monday, please contact me **before** the weekend with any questions
- ✓ If you have not received a response from me after 48hrs, please resend your E-mail

Required Text: Olson, L.K. (2001). Age Through Ethnic Lenses

Course Website: <http://blackboard.wichita.edu>

How to use this syllabus

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Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected Instructor will speak with the student(s) involved. For the first violation student(s) will be allowed to resubmit the assignment or will be provided an alternate assignment if deemed necessary. The second violation will automatically result in an "F" in the course and the student will need to retake the course.

Course Description:

Cross listed as ETHS 512. This course introduces students to issues in aging that are unique to minority older adults. The course will demonstrate differences in the aging experience by race/ethnicity and will address the differential patterns of health and illness in later life in relation to race/ethnicity, gender, and culture. In addition, the student will develop an appreciation for how race/ethnicity affects mental and social dimensions of life. Attention is given to the impact on the social, financial, and health aspects of those who speak a language other than English. The course perspective will be interdisciplinary, taking into account the physical, psychological, interpersonal, and social influences which shape our understanding of the challenges older minorities face when relocating to the United States. *Course includes diversity content.*

Course Learning Objectives:

LO#1 Describe differences in aging experience by race/ethnicity.

LO#2 Demonstrate knowledge of differential patterns of health and illness in later life in relation to race/ethnicity, gender, and culture.

LO#3 Describe the impact on the social, financial, and health aspects of those who speak a language other than English.

Graduate Learning Objectives:

- LO#4 Analyze differences in aging experience by race/ethnicity.
LO#5 Connect current research/biographical works to course readings.

Definition and Assignment of Credit Hours:

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture materials, online quizzes, and blog/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, and the like) for a total of 135 hours.

Grading System and Requirements:

Three, 100 point online exams (details follow)	=	300 points
One, 25 point movie review (details follow)	=	25 points
One, 25 point movie reflection paper (details follow)	=	25 points
Online participation (details follow)	=	<u>100 points</u>
Total Semester Points	=	450 points

450 to 417 points	=	A	344 to 327 points	=	C
416 to 403 points	=	A-	326 to 313 points	=	C-
402 to 390 points	=	B+	312 to 300 points	=	D+
389 to 372 points	=	B	299 to 282 points	=	D
371 to 358 points	=	B-	281 to 268 points	=	D-
357 to 345 points	=	C+	267 or less	=	F

Graduate Student Additional Requirement

Book review or other assignment (details follow)	=	<u>25 points</u>
Total Semester Points	=	475 points

550 to 515 points	=	A	420 to 399 points	=	C
514 to 493 points	=	A-	398 to 383 points	=	C-
492 to 476 points	=	B+	382 to 366 points	=	D+
475 to 454 points	=	B	365 to 344 points	=	D
453 to 438 points	=	B-	343 to 328 points	=	D-
437 to 421 points	=	C+	327 or less	=	F

Outside of class, volunteer extra credit is limited to 20 points total for class. This does not include the study guide extra credit. You can apply 20 points volunteer extra credit from experiences outside of course class work and 15 points for study guide extra credit.

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. The link to the introduction is on the main announcements page. Students are welcome at any time during the semester to meet with the instructor “in-person” during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes. Within the Blackboard program, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents section of Blackboard for an outline of the information assigned for the week. The outline will include a list of questions posted in the Discussion Board section. As noted in the preceding section on Grading System and Requirements, 20 percent of your grade comes from participation in the Discussion Boards.

Participation:

Each week begins Monday and ends at 11:59 p.m. on Sunday. At the start of each week, you will find several questions posted in the Discussion Board. The questions relate to content covered in the assigned chapter. You must generate an “original” posting to TWO questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; TWO follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week.

In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. **Simply typing, “Ditto” or “I agree” does not constitute a follow-up response. Incomplete and/or poor quality responses will be graded accordingly.**

The following is a general rubric for points earned for discussion board responses. Specific feedback will be provided during the first few weeks to help shape your answers.

Quality of Contribution	4 points	2 point	0 points
	The student has clearly thought about the material and has raised interesting solutions and/or problems with inclusion of readings and at least one research study or scholarly article (from an educational source) for support;	The student has written about the material, but has not offered information that was not already given in the text. Contributions and conclusions less reflective and developed; may not have addressed all elements; Minimally includes literature support; citation may be inaccurate.	Poorly developed; may only state, “I agree”, “Yes”, “No” or something similar; The student has not reflected on the material, or the post made is irrelevant to the topic.
Organization and Flow	2 points	1 point	0 points
	First statement/sentence clearly indicates the topic discussed Logical sequence Descriptive Creates clarity	First sentence partially indicates the topic discussed Mostly logical sequence Mostly descriptive Generally adds to cohesion	Unable to discern the topic discussed Illogical sequence Lacks precision Detracts from central ideas
Word Choice; Grammar/Spelling	2 points	1 point	0 points
	The post made does not contain grammatical or spelling errors; uses complete sentences	The post made contains very few grammatical and/or spelling errors.	The post made contains several grammatical and/or spelling errors and is difficult to understand.
Timeliness	2 points	1 point	0 points
	The student made the required posts by the deadline set.	The student made some of the required posts by the deadline set.	The student did not post by the required deadline set.

PARTICIPATION IN REVIEW:

The week will run from Monday morning to Sunday night at 11:59pm.

Original Posting to discussion board questions are due **Wednesday** by 11:59pm.

Follow-up Postings to discussion board questions are due **Sunday** by 11:59pm.

Full participation as defined above (posting two “original” responses and two “follow-up” responses per session) results in 10 points per discussion board, up to a maximum of 100 points in this grade category. Failure to fully participate in discussion boards will result in point deductions. Because there are 14 weeks during which Discussion Boards are available (weeks 1, 2, 3,

4, 5, 7, 8, 9, 10, 11, 13, 14, 15, and 16), you only need to participate in 10 of the 14 Discussion Boards to receive full credit. You will not earn additional or extra credit by completing all discussion boards – but participating will certainly add to your knowledge.

At a minimum, you can count on the instructor to monitor online discussions every Monday and Thursday

Online Exams:

As noted in the syllabus section on Grading System and Requirements, this course includes three exams. You may take the exam at anytime during the exam week, but must complete the exam by **Sunday** night of the exam week. Failure to complete the exam by the end of the scheduled test week results in a 10-point (one letter grade) deduction. If you should experience a transmission error during the exam due to Internet problems, you should immediately email me at sarah.taylor@wichita.edu. I will reset the test function within 12 hours, and you will be expected to resubmit the exam within 24 hours.

A written study guide emphasizing issues covered on the exam will be available for each exam. You can earn 5 points **EXTRA CREDIT** for completed study guides. To receive extra credit, define the terms and concepts found in the study guide. Study guides should be approximately 10 pages in length – they should be your own work – not copy and pasted from outlines provided by your professor. **Information from outlines copied and pasted into study guides is considered plagiarism.** Prepare one study guide document and submit the document via the Extra Credit link under the EXAMS tab prior to taking the exam.

Tests will consist of 50 multiple choice questions. Students will have **70 minutes** to take the exam. **Prior study and preparation for exams is critical.** Because it is impossible to monitor your use of textbook or other materials during an exam, the assumption is that you will have these resources available during the test. However, the timeframe for the exam does not allow you to look up every point as you proceed through the test. Therefore, prior study and preparation for the exam is critical. In fact, research indicates that student's perform better on PROCTORED online exams. This means they go to a class room and are observed by their professor during the exam. The explanation, student's actually study and prepare for proctored exams. Student's may also rely on their text, notes, and outlines for un-proctored exams. However, since they have not actually learned the material, and are not prepared for the exam – they rush through the exam while trying to look up answers – and there just isn't enough time! So, do yourself a favor – actually prepare for the exam, study, complete the study guide each week, you will perform much better. *While you may stay online with a test function for longer than the allotted time (70 minutes), points may be deducted if you go significantly beyond the time limit).*

For exams DO NOT log into Blackboard through MyWSU. Go to blackboard.wichita.edu. When taking the online exam, you SHOULD NOT print or make a copy of the exam. The test function contains a code that will cause your computer system to crash if you attempt to copy. The test function also contains a “stay alive” command that will keep your Internet connection active during the test experience.

Assignments:

All assignments should be submitted under the “Assignments” tab on Blackboard

***I will NOT accept assignments sent by email.**

Reflection Paper - REQUIRED

Please view the movie, “The Joy Luck Club”. The purpose of your reflection piece is not to review the film or the acting, but to identify and discuss, what issue or issues resonated for you. Your discussion may be written in the “first person.”

Minimum of one page, single spaced, 1” margins, 12 point font, name in the top left corner, one single space between your name and the start of the assignment (no need to include the assignment title or date), saved as a Microsoft Word or .pdf document should be submitted via the SafeAssignment link found under the Assignments tab. **The reflection paper is due Sunday night at midnight during the Week #12.**

You will need to rent or download "The Joy Luck Club". You can rent the movie from Blockbuster, (<http://www.blockbuster.com/browse/catalog/movieDetails/80695>), Netflix, area video stores OR stream online .

Movie Assignment – Choose ONE – Submit at appropriate date

Carefully read the directions specific to each movie. There are specific questions you need to answer for each film.

Using movie reviews from the New York Times as a model (click on the Reviews tab), analyze **ONE** movie from the list below, incorporating perspectives on ageing, culture, and representation. **Do not write a plot summary.** Your judgments regarding the quality of the movie should be discussed using evidence from the film. ." **Minimum of one page, single spaced, 1”**

margins, 12 point font, name in the top left corner, one single space between your name and the start of the assignment (no need to include the assignment title or date), saved as a Microsoft Word or .pdf document should be submitted via the SafeAssignment link found under the Assignments tab.

The New Old Country

How did Gus' Pickles, the abandoned Eldridge Street Synagogue and Sammy's kosher-style steakhouse become fixtures in American Jews' attachment to New York City's Lower East Side? *The New Old Country* follows the journey of American Jews who flock from across the country in search of their grandparents' stories about growing up in the neighborhood. Their tourist travels reveal an intricate web of nostalgia, collective memory and the elusive nature of recorded history.

STREAM \$4.99

ASSIGNMENT: In addition to writing the movie review, **be sure you include what you learned from this short film. How does the film support or contradict what you have learned in class.** *The New Old Country* explores the question of how nostalgia and memory diverge, by weaving together a variety of footage: tourists and Jewish youth groups who travel from across the country to take the Big Onion Walking Tour of the Lower East Side; elderly, mah jong-players whose banter about the good old days both celebrates and debunks various myths about the area's history; a three-generation family that has remained in the neighborhood despite a suburban exodus; and patrons of local eateries who connect their cultural identities to Jewish foods they believe are authentic only when consumed on the Lower East Side. **Be sure to discuss the immigrant experience, the formation of cultural identity, and the acts of storytelling, remembering and writing history.** **This movie review is due Sunday night at midnight during the Week #10.**

Bubbeh Lee and Me: Parts 1-5.

What can a grandchild and grandparent discover through each other? As the young gay filmmaker journeys to Florida to visit his feisty, 87-year old Jewish grandmother, he tags along on her event-filled trips to the supermarket, and talks with her heart to heart about love, death, and his being gay, their two worlds collide and the strength of their bond emerges. A spirited reflection on family, aging, culture, identity, alienation and acceptance, this already classic film examines the legacies passed through generations and shows that the journey of self- discovery can begin at any age.

STREAM FREE

ASSIGNMENT: In addition to writing the movie review, **be sure you include what you learned from these short films. How does the film support or contradict what you have learned in class.** **Expand on this quote: "A spirited reflection on family, aging, culture, identity, alienation and acceptance, this already classic film examines the legacies passed through generations and shows that the journey of self- discovery can begin at any age."** **This movie review is due Sunday night at midnight during the Week #14.**

To You Sweetheart, Aloha

Can life begin again at age 94? This intimate film addresses the taboos of cross-generational relationships and challenges the traditional notion of "graceful aging" with an entertaining yet poignant portrayal of a passionate elderly artist who continues to love, to grieve, and to live a complete life that is well beyond the society's expectations.

STREAM \$4.99

ASSIGNMENT: In addition to writing the movie review, **be sure you include what you learned from this short film.** Here are a few specific questions you should address:

- *Why is 94-year-old Bill drawn to 26-year-old Alyssa? Why does he feel better after he's met her? What changes in Bill's life after he's met Alyssa?*
- *Why is Alyssa drawn to Bill? What does their relationship mean to her?*
- *Why does Bill's family think Alyssa is taking advantage of Bill? If this is true, what kinds of advantages might she be taking?*
- *What is Bill's perspective on his relationship with Alyssa?*
- *In the film, Bill says he is waiting for the Forever Pill – a pill that one can swallow, and one doesn't get younger or older, "everything stays the same." Is this a view that is shared by all cultures? If the pill existed, would you take it?*
- *How does society view intergenerational relationships - such as one between Bill and Alyssa's?*

This movie review is due Sunday night at midnight during the Week #15.

Book Review:

Graduate students only must choose a book from the following bibliography and prepare a 3-4 single space page book review.

A book review is a critical analysis of a secondary text, not a summary of the work's content. In a book review, you should evaluate the way in which the author handled the subject and the contribution of the book to your understanding of the issues discussed. The form of a book review is an essay. You should begin with an introduction that both grabs the reader's attention and provides a statement of the points you intend to make (a thesis statement). You may then choose to move on and write a paragraph about each of the categories (plot summary, character analyses, theme analyses). You may decide that the topic of your book review lends itself to a deeper examination of one category than the others, for example, if its plot is especially interesting or terrible. Finally, you will want to provide a conclusion for your essay which sums up your argument.

Please see this [link](#) for more detail on how to write a book report. You may choose to prepare a plot summary, character analyses, theme analyses, or combination of the three.

The Review should be at least 3 pages. Be sure to apply what you have learned in class...how does this book compliment what you have learned in class?

- Barbara Myerhoff. *Number Our Days: A Triumph of Continuity and Culture Among Jewish Old People in an Urban Ghetto*, Touchstone, 1980.
- Maria Vesperi. *The City of Green Benches: Growing Old in a New Downtown*, Cornell University Press, 1986.

Please submit your book review choice via the link under the Assignments tab by the end of Week #4. The book review is due Sunday night at midnight during the Week #15.

Late Assignment Policy:

Each student will be granted **ONE** forgiven late assignment without loss of points. Any additional late assignments will be given half credit. If one full week has passed beyond the due date, a zero will be assigned.

I understand life happens, but moral of the story, turn in your assignments on time

Incompletes: An incomplete **MAY** only be granted to students who have completed at least 75% of the workload and have approached me at some point during the semester with reasoning for not being able to complete the remaining 25% of the course (e.g. family emergency, serious illness). At which point, an Incomplete will be given as a grade and the student will have a set amount of time to finish the course. Incompletes will not be granted to students who have completed less than 75% of the course or students who have not been in regular communication with me regarding their inability to finish the course.

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Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita

KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [here](#)

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

Tentative Course Schedule

W	Date	Reading	Topic	
1		Chapter #1	Multiculturalism and Long-Term Care: The Aged and Their Caregiver	
2		Chapter #2 Chapter #3	The Chinese Elderly: Values and Issues American Elderly	Japanese
3		Chapter #4 Chapter #5	Intimacy at a Distance, Korean American Style Caring for Elderly Vietnamese Americans	
4		Chapter #6 Chapter #7	Care Options for Older Mexican Americans Puerto Rican Elderly	Grad Student Book Review Book Choice

5		Chapter #8 Urban Elderly African Americans Chapter #9 Diasporic Aging: Haitian American in New York City	
6	LO 1,2,3	Exam #1 Chapters 1-9. Complete by Sunday night February 28th	
7		Chapter #10 American Indian and Alaska Native Elderly	
8		Chapter #11 Mormon Elderly Chapter #12 Mutual Aid and Elders in Amish Society	
9		SPRING BREAK	
10	LO 2, 3	Chapter #13 Jewish Aged: Diversity in Need and Care Solutions Chapter #14 Growing Old in an Arab American Family	The New Old Country Movie Review (Chose 1 of 3)
11		Chapter #15 Aging in Polonia: Polish and Polish American Elderly Chapter #16 Irish American Care of the Aged	
12	LO 2,3	Chapter #17 The Status of Older People in Italian American Family Chapter #18 The Interplay of Aging and Ethnicity: Greek Americans	Joy Luck Club Reflection required of all
13	LO 1,2,3	Exam #2 Chapters 10-18. Complete by Sunday night April 17th	
14	LO 2,3	Chapter #19 Caring for Gay and Lesbian Elderly Chapter #20 Gender and Long Term Care:	Bubbeh Lee and Me or Out Late
15	LO 2,3	Chapter #21 Long Term Care: The Case of the Rural Elderly	To You Sweetheart, Aloha Grad Student Book Review, LO 4 and LO 5
16	LO 1,2,3	Exam #3 Chapters 19-21. Complete by <u>THURSDAY</u> night May 12th	



Course Syllabus

INSTRUCTOR Jacie L. Green, MA

CONTACTS

Email	jacie.green@wichita.edu (E-mail is the best way to contact me)
Office	Ahlberg Hall, Rm 135A
Office Phone	316-978-5652
Office hours	Mondays 1:00pm-3:00pm & on Blackboard Collaborate as needed
Classroom	Online instruction

CONTACTING INSTRUCTOR

- ✓ Please utilize your **WSU E-mail**
- ✓ I will respond within 24-48 hours during weekdays; anything sent over the weekend, I may not reply until Sunday night or Monday morning. If you are working on an assignment due by Sunday night, please contact me **before** the weekend with any questions
- ✓ If you have not received a response from me after 48hrs, please resend your E-mail and/or make a phone call

REQUIRED TEXT *Aging, the Individual, and Society*, by Susan M. Hiller & Georgia M. Barrow.
Cengage Learning, 2015

DOCUMENTARY [*Cyber Seniors*](#), 2014

HOW TO USE THIS SYLLABUS

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If changes are made, you will be notified via announcements and through email communication in the Blackboard course.

COURSE DESCRIPTION

Analysis of the social dimensions of old age, including changing demographic structure and role changes and their impact on society. Cross-listed as SOC 513.

DEFINITION OF ONLINE CREDIT HOUR (III)

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments and exams) for a total of 135 hours.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- LO 1. Identify the changing demographic structure and the impact on society.
- LO 2. Identify social and cultural perspectives across the aging population and at the individual level.
- LO 3. Recognize the future of society with an increasing aging population.
- LO 4. Describe the aspects of older adults' social networks, including the trends in connecting across generations.
- LO 5. Interpret the multi-dimensions of old age (physical, mental, social, financial, cultural, and political) and the influence of each on the population.
- LO 6. Analyze research articles relevant to current issues and topics of an aging society

STYLE OF INSTRUCTION

This class is a freestanding, online experience. There is NO in-person meeting. Weekly announcements and reminders will be posted on Blackboard regarding the required content/assignments for each week. Students are welcome at any time during the semester to meet with the instructor in-person. Blackboard Collaborate and phone calls are also encouraged.

Using the textbook as a content base, each week the class addresses unique themes. Within Blackboard, you will find pertinent class materials organized by module. At the start of each week:

- **Look in the Modules tab of Blackboard for all module materials organized by weeks.**
- Within each weekly module, you'll find everything you are expected to do that week.
- ALL content is organized by weekly module (only content not included in modules are the extra credit submissions).
- This includes any additional readings, lectures, quizzes, participation activities, assignments, and exams.

GRADING SYSTEM AND REQUIREMENTS

Exams (three), 50pts each	=	150 points
Chapter Lectures (fifteen), 10pts each	=	150 points
Participation - Forums (thirteen), 10-20pts each	=	150 points
Documentary Review (one),	=	80 points
Course quizzes (two), 10pts each	=	20 points
	TOTAL	= 550 points

550 to 515 points	=	A	420 to 399 points	=	C
514 to 493 points	=	A-	398 to 383 points	=	C-
492 to 476 points	=	B+	382 to 366 points	=	D+
475 to 454 points	=	B	365 to 344 points	=	D
453 to 438 points	=	B-	343 to 328 points	=	D-
437 to 421 points	=	C+	327 or less	=	F

EXTRA CREDIT

There will be extra credit opportunities, 1 per exam section (5pts each), these will be available until the exam is open, after which point that extra credit opportunity will no longer be available. Extra credit can be submitted via the **Extra Credit tab** in Blackboard.

INCOMPLETES

An incomplete will only be granted to students who have completed at least 75% of the workload and have approached me at some point during the semester with reasoning for not being able to complete the remaining 25% of the course (e.g. family emergency, serious illness). At which point, an Incomplete will be given as a grade and the student will have a set amount of time to finish the course. Incompletes will not be granted to students who have completed less than 75% of the course or students who have not been in communication with me regarding their inability to finish the course.

TROUBLE SHOOTING

If you are having difficulties with Blackboard, your first contact should be Black Help, #978-HELP. There is also a One Stop link in the main page of Blackboard Institution, and a “One Stop (Support)” tab and “Help” tab in the Blackboard course. If you are still having difficulty, contact the instructor immediately.

You should access Blackboard via, www.blackboard.wichita.edu it is not advised to log in through mywsu portal, as it could time out the session and unexpectedly kick you out of what you have been working on.

ACADEMIC HONESTY

Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty policy](#). Further policy specific to this course and associated penalties can be found at the end of this syllabus. Please review.

LECTURES

Each week you will have an audio lecture to watch that details your reading assignment

- Take note that you may have to deal with a pop-up blocker in order to get the lecture to launch in a separate window
- Throughout the lecture, you will have 10 quiz questions, called Knowledge Checks
- If you get the question incorrect, it will populate the correct answer
- You won't be penalized for a wrong answer, but do pay attention and take note of the correct answers, you'll likely see these questions again on your exam
- Upon completion of the entire lecture slides & knowledge checks, you will earn 10pts
- Lectures must be completed during the assignment week, Sunday by 11:59pm

There are a total of fifteen lectures throughout the course; you can earn up to **150pts** for completing all fifteen lectures.

PARTICIPATION & ASSIGNMENTS

GROUP FORUMS | Fulfils LOs 1, 2, 3, & 5

- You will find a link to the Group Forum within the module folder for each week there is a forum due
- At the start of each week, you will be expected to make an **original post to one (1)** of the provided topics by **Thursday at 11:59pm**
- You will then be expected to return to the forum later and make a **response post** to at least **one (1)** other student by **Sunday at 11:59pm** – do not post both times in the same setting. Come back to the forum later to allow for more interaction to occur
- The topics relate to content covered that week
- Opportunities to choose from include:
 - ✓ Application question

- ✓ Research question
- ✓ Personal reflection question
- Not participating in even just half of the forums available can drop you a letter grade

An appropriate original post includes: well-thought out, grammatically correct, and use of proper web etiquette (i.e. type your post as you would any paper).

- ✓ Your postings should be a full paragraph, **4-6 complete sentences**
- ✓ Must provide the source of your information when asked to provide a source

An appropriate response includes: well-thought out, grammatically correct, and use of proper web etiquette (i.e. type your post as you would any paper).

- ✓ This is an opportunity to provide your opinion in response to another student's entry, but do so with **4-6 complete sentences**
- ✓ A response question will be asked of you directly, to help guide your response
- ✓ It is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. Simply typing, "Ditto" or "I agree" does not constitute a follow-up response. **Incomplete and/or poor quality responses will receive 0pts.**

There is a rubric provided in Blackboard so you know exactly what is expected of you during Group Forums

CLASS FORUMS | Fulfills LOs 5 & 6

- A few times during the semester, you'll have opportunity to interact beyond your group and with the entire class
- To begin the semester, you will post an Introduction about yourself (response post to another student not required, but welcomed)
- There will be two other class forums, allowing you to search the literature for a research article related to content from that unit
 - ✓ Post a complete **paragraph (4-6 sentences)** summary by **Thursday 11:59pm**
 - Summary highlights: purpose of study, methods, results, & discussion of research article
 - ✓ Provide correct APA citation of the article
 - ✓ Provide a working link to the article or upload the article to your post as a PDF file
 - ✓ Respond to one (1) student's article in a complete paragraph (4-6 sentences) by **Sunday 11:59pm**
 - Interpret how said article choice corresponds with content from the course
 - Identify the specific content/section/chapter the article corresponds with (reference pg. numbers)

Tips for finding appropriate research articles

- Seek an older adult study, 50+ population is a good sample to study (or a life span study is good)
- Topic of the article must be related to the corresponding unit
- A research article is typically easy to spot. Look for the following sections:
 - ✓ Abstract
 - ✓ Introduction
 - ✓ Methods
 - ✓ Results
 - ✓ Discussion
 - ✓ Conclusion
 - ✓ References

The following are ***not*** acceptable sources:

- Trade press such Good Housekeeping, Time, Newspapers
- Technical reports
- Non-refereed articles found on the World Wide Web.
- Non-refereed or lightly-refereed conference articles.

Please see the following [list for appropriate journals](#). These journals may not be accessible to you – but are provided to give you an idea of the *type* of acceptable journals. Your best source would be the [library electronic databases](#).

If in doubt, check with your instructor to determine the appropriateness of the article source.

A PDF explaining how to search the journal database can be found in Blackboard. An example of an appropriate research article can also be found in Blackboard.

There is a rubric provided in Blackboard so you know exactly what is expected of you during Class Forums

PARTICIPATION IN REVIEW

The week will run from Monday morning to Sunday night at 11:59pm

Don't post everything in one sitting, allow for more opportunities for response throughout the week.

Original Post due before **Thursday by 11:59pm**

Response Post to another student is due before **Sunday by 11:59pm**

DOCUMENTARY REVIEW | Fulfills LO 4

During Week 7, you will have the opportunity to watch the documentary called, [Cyber Seniors](#). It was inspired by two high school sisters who wanted to connect their grandparents online to better keep in touch and open up a new world to them.

The purpose of the documentary review is:

1. Discuss how this project aligns with the content from Week 7, Friends, Family, and Community
2. Describe how social networking and the internet can bridge the gap between older and younger generations
3. Explain the importance of connection to family/friends & the outside world in the life of an older adult
4. Interpret how a project of this nature benefits both the youth and older adult

Your review should be written as follows:

- ✓ Written in a Word document, at least 2 pages in length,
- ✓ Double-spaced, readable font
- ✓ Full rubric can be found in Blackboard under the Rubrics tab
- ✓ Your review is due during Week 8, Sunday by 11:59pm

The film is available to stream online in a variety of formats, including Netflix. If the library is unable to provide a free, working link in the course for the film, you will be expected to purchase the streaming of the film yourself. The fee is very minimal, \$3-5 to watch. You are encouraged to team up with a classmate(s) to view the documentary together. The documentary is approx. 74mins in length.

LATE ASSIGNMENT POLICY

Any of the above participation & assignments submitted late will be deducted points as indicated on the rubric. Late exams will receive a one letter grade deduction. If one full week has passed beyond the due date for any of the above, a zero will be assigned.

I understand life happens, but moral of the story, complete your work on time.

QUIZZES AND EXAMS | Fulfills LOs 1, 2, 3, & 5

QUIZZES | You have two course quizzes to complete

- One course quiz due during Week 1 is the Syllabus Quiz, worth 10pts
 - ✓ To show your understanding of all content required for successful completion of this course
 - ✓ You will have two attempts at this quiz
- One course quiz due during Week 2 is the Citation Quiz, worth 10pts
 - ✓ To show your understanding of how to properly cite your sources in APA citation
 - ✓ You will have two attempts at this quiz

EXAMS | There will be three exams to complete throughout the course

- Exams will be available to take at any time during the exam week
 - ✓ Exams must be completed Sunday by 11:59pm of the exam week
 - ✓ Failure to complete the exam by the end of the schedule test week results in a one letter grade deduction
- If you should experience a transmission error during the exam due to Internet problems, you should immediately email the instructor at jacie.green@wichita.edu. The instructor will reset the test function within 12 hours, and you will be expected to resubmit the exam within 24 hours
- You have **60 minutes** to complete the exam which includes multiple choice questions
 - ✓ Questions are drawn from a random pool and presented in randomized order
- Be sure to [login to Blackboard](#) directly. If you login from your MyWSU portal, it may time out before you complete the exam
- While you may stay online with a test function for longer than the allotted time (60 minutes) points may be deducted if you go significantly beyond the time limits)

Exams contain a total of 50 questions and are worth 50pts each.

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IMPORTANT ACADEMIC DATES

For the fall semester, view the [current academic year calendar](#) for all dates and deadlines.

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

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The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

DIVERSITY & INCLUSIVE

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

INTELLECTUAL PROPERTY

Wichita State University students are subject to [Board of Regents and University policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

SHOCKER ALERT SYSTEM

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. [Sign up for alerts!](#)

ACADEMIC HONESTY

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying the outlines, another student's paper, creative work, article, or computer work, and submitting it as one's own original. *Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable.* With respect to article reviews and the final synthesis, if you use direct wording from another source, you should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: all assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting you see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. Cheating on exams – As noted in an earlier section of the syllabus, the online exams for this class assume that students WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)

3. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

COURSE SCHEDULE

Week	Chapters	Content & Assignments		Points	Due
		Unit 1: Aging, Theories, Stereotypes, Health & Well-being			
1	Intro	Introduction to Sociology of Aging			
8/22		Intro Lecture	Introduction to Course		
		Required Read	APA References Basics		
		Course Quiz #1	Syllabus Quiz	10pts	Sun 11:59pm
		Assignment	Week 1 Class Blog – Introduce Yourself	10pts	Sun 11:59pm
2	Ch. 1	Aging in America			
8/29		Required Read	Chapter 1		
		Ch. 1 Lecture	Aging in America	10pts	Sun 11:59pm
		Course Quiz #2	APA Citation Quiz	10pts	Sun 11:59pm
		Assignment	Week 2 Group Forum	10pts	Thurs/Sun
3	Ch. 2	Stereotypes and Images			
9/5		Required Read	Chapter 2		
		Ch. 2 Lecture	Stereotypes and Images	10pts	Sun 11:59pm
		Assignment	Week 3 Group Forum	10pts	Thurs/Sun
4	Ch. 3	Social & Psychological Theories in Later Life Development			
9/12		Required Read	Chapter 3		
		Ch. 3 Lecture	Social & Psychological Theories in Later Life Development	10pts	Sun 11:59pm
		Assignment	Week 4 Group Forum	10pts	Sun 11:59pm
5	Ch. 4 & 5	Physical Health & Well-Being Mental Health			
9/19		Required Read	Chapter 4		
		Required Read	Chapter 5		
		Ch. 4 Lecture	Physical Health & Well-Being	10pts	Sun 11:59pm
		Ch. 5 Lecture	Mental Health	10pts	Sun 11:59pm
		Assignment	Week 5 Class Forum – Literature Search	20pts	Thurs/Sun
		DUE Extra Credit Exam 1 (5pts)		Sun 11:59pm	
6	Exam 1	Complete Unit 1 Exam			
9/26		Test: Exam 1 covers all reading materials from Unit 1 Ch. 1-5 Contains 50 questions Multiple Choice Questions drawn from a random pool, presented in random order		50pts	Sun 11:59pm
		Unit 2: Social Relationships, Financial Aspects, Lifestyles, and Living Environments			
7	Ch. 6	Friends, Family, and Community			
10/3		Required Read	Chapter 6		
		Video Watch	Documentary, <i>Cyber Seniors</i>		
		Ch. 6 Lecture	Friends, Family, and Community	10pts	Sun 11:59pm
		Assignment	Week 7 Group Forum	10pts	Thurs/Sun
8	Ch. 7	Intimacy and Sexuality			
10/10		Required Read	Chapter 7		
		Ch. 7 Lecture	Intimacy & Sexuality	10pts	Sun 11:59pm

		Assignment	Week 8 Group Forum	10pts	Thurs/Sun
			DUE Documentary Review	80pts	Sun 11:59pm
9	Ch. 8 & 9	Work and Leisure Finances and Lifestyles			
10/17		Required Read	Chapter 8		
		Required Read	Chapter 9		
		Ch. 8 Lecture	Work and Leisure	10pts	Sun 11:59pm
		Ch. 9 Lecture	Finances and Lifestyles	10pts	Sun 11:59pm
		Assignment	Week 9 Group Forum	10pts	Thurs/Sun
10	Ch. 10	Living Environments			
10/24		Ch. 10 Lecture	Living Environments	10pts	Sun 11:59pm
		Ch. 10 Lecture	Living Environments	10pts	Sun 11:59pm
		Assignment	Week 10 Group Forum	10pts	Sun 11:59pm
			DUE Extra Credit Exam 2	(5pts)	Sun 11:59pm
11	Exam 2	Complete Unit 2 Exam			
10/31		Test: Exam 2 covers all reading materials from Unit 2 Ch. 6-10 Contains 50 questions Multiple Choice Questions drawn from a random pool, presented in random order		50pts	Sun 11:59pm
		Unit 3: Unique Populations, Diversity, End-of-Life, and the Political Environment			
12	Ch.11 & 12	The Oldest-Old and Caregiving Special Problems			
11/7		Required Read	Chapter 11		
		Required Read	Chapter 12		
		Ch. 11 Lecture	The Oldest-Old and Caregiving	10pts	Sun 11:59pm
		Ch. 12 Lecture	Special Problems	10pts	Sun 11:59pm
		Assignment	Week 12 Group Forum	10pts	Thurs/Sun
13	Ch. 13	Women and Ethnic Groups			
11/14		Required Read	Chapter 13		
		Ch. 13 Lecture	Women and Ethnic Groups	10pts	Sun 11:59pm
		Assignment	Week 13 Group Forum	10pts	Sun 11:59pm
THANKSGIVING BREAK					
14	Ch. 14	Death and Dying			
11/28		Required Read	Chapter 14		
		Ch. 14 Lecture	Death and Dying	10pts	Sun 11:59pm
		Assignment	Week 14 Group Forum	10pts	Thurs/Sun
15	Ch. 15	Politics, Policies, and Programs			
12/5		Required Read	Chapter 15		
		Ch. 15 Lecture	Politics, Policies, and Programs	10pts	Sun 11:59pm
		Assignment	Week 15 Class Forum – Literature Search	20pts	Thurs/Sun
			DUE Extra Credit Exam 3	(5pts)	Sun 11:59pm
16	Exam 3	Complete Unit 3 Exam			
12/12		Test: Exam 3 covers all reading materials from Unit 3 Ch. 11-15 Contains 50 questions Multiple Choice Questions drawn from a random pool, presented in random order		50pts	Thurs 11:59pm



AGE 515, Women and Aging (fully online), Fall, 2016

Instructor:	Amy K. Chesson, PhD
Department:	Public Health Sciences
Office Location:	106G. Ahlberg Hall
Telephone:	316-978-3072
Email:	Amy.chesson@wichita.edu
Preferred Method of Contact:	email
Office Hours:	(Tuesday – Thursday mornings)
Classroom; Days/Time:	Online
Teaching Assistant:	Ms. Whitney Lindeman
TA Contact Info:	walindeman@wichita.edu

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Changes to the syllabus will be posted in the course Announcements tab.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected the professor will contact the student(s) involved.

Course Description

This course introduces students to issues in aging that are unique to women, to women's diverse developmental patterns, and to research methods appropriate for studying aging women and their life experiences. Topics include physical change, role transitions and adaptation from a life span perspective. Course includes diversity content.

Definition of a Credit Hour

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, blogs, journals and participation assignments) for a total of 135 hours.

[Click here](#) for the policy and examples for different types of courses and credit hour offerings.

Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the myths and realities about the aging experience for women.
2. Examine the biopsychosocial factors that make aging a potentially unique experience for women.
3. Apply knowledge gained in professional and personal situations.

Required Texts/Readings Textbook

Coyle, J. (2001). Handbook on Women and Aging. Westport, CT: Greenwood Press.

Readings will be made available via Blackboard.

Other Readings

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change by the professor as the semester evolves.

Class Protocol

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. The link to the introduction is on the main Announcements page. Students are welcome at any time during the semester to meet with the instructor “in-person” during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes. Within the Blackboard program, you will find pertinent class materials organized by week. At the start of each week, look in the Course Documents section of Blackboard for an outline of the information assigned for the week. As noted in the preceding section on Grading System and Requirements, 100 points of your grade comes from Participation assignments.

Instructional Procedures

- As with other distance courses taught in the Department of Public Health Sciences at Wichita State University will be relying heavily upon the Blackboard (Bb) platform. As such, you should be planning to check the various sections of our course’s site (particularly the announcements, course materials, and blog sections) with great regularity.
- The bulk of our interaction as a class will take place as asynchronous threaded discussion on our various blog (DB) forums. From time to time I will create additional discussion forums to address specific topics, but for the most part there will be weekly forums created to discuss the reading for that particular week. Depending on the size of our class, I may split up the class into smaller groups for discussions of the reading.
- In the weekly discussion forums, I will be requiring you to post a thoughtful, thematic, critical, and synthetic response of at least two solid paragraphs to the readings assigned for that week and any deliverables mentioned in the weekly assignment. This response should be written to stake out your own reasoned position and to stimulate insightful and productive scholarly dialogue. Your response should be followed by at least two provocative and insightful questions. I have high expectations regarding your level of participation (see “class participation” section, below), and that level of participation should be amply reflected in your weekly posting behavior.
- Please, help me with the grading process by placing your name, the week, a page number and the title of the assignment in the “header” at the top of each page.

Grading Scale - UNDERGRADUATE

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points	Letter grade	Grade Points	Interpretation
450 -417	A	4.00	<i>The A range denotes excellent performance.</i>
416-403	A-	3.70	
402-390	B+	3.30	

389-372	B	3.00	<i>The B range denotes good performance.</i>
371-358	B-	2.70	
357-345	C+	2.30	
344-327	C	2.00	<i>The C range denotes satisfactory performance.</i>
326-313	C-	1.70	
312-300	D+	1.30	
299-282	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
281-268	D-	0.70	
267-0	F	0.00	<i>F denotes failing performance.</i>

Grading Scale - GRADUATE

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points	Letter grade	Grade Points	Interpretation
550-515	A	4.00	<i>The A range denotes excellent performance.</i>
514-493	A-	3.70	
492-476	B+	3.30	
475-454	B	3.00	<i>The B range denotes good performance.</i>
453-438	B-	2.70	
437-421	C+	2.30	
420-399	C	2.00	<i>The C range denotes satisfactory performance.</i>
398-383	C-	1.70	
382-366	D+	1.30	
365-344	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
343-328	D-	0.70	
327-0	F	0.00	<i>F denotes failing performance.</i>

Assignments - UNDERGRADUATE

Three, 100 point exams (details follow)	=	300 points
One, 25 point movie assignment (details follow)	=	25 points
One, 25 point reflection paper (details follow)	=	25 points
Participation (details follow)	=	<u>100 points</u>
Total Points	=	450 points

Additional Assignments (including all assignments listed above - GRADUATE

Book review (details follow)	=	<u>100 points</u>
Total Points	=	550 points

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. There is a link on the main announcements page. You are welcome at any time during the semester to meet with the instructor in-person during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes affecting women as they grow older. Within the Blackboard program, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents section of the Blackboard program for an outline of the information assigned for the week. The outline includes a list of questions posted in the Blackboard Discussion Forum section. As noted in the preceding section on Grading System and Requirements, 20 percent of your grade comes from participation in the Discussion Forums.

Participation:

Each week begins Monday and ends at 11:59 p.m. on Sunday. At the start of each week, you will find several questions posted in the Discussion Board. The questions relate to content covered in the assigned chapter. You must generate an “original” posting to TWO questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; TWO follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week.

In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. **Simply** typing, “Ditto” or “I agree” does not constitute a follow-up response. **Incomplete and/or poor quality responses will be graded accordingly.**

The following is a general rubric for points earned for discussion board responses. Specific feedback will be provided during the first few weeks to help shape your answers.

Points	Requirement
1	One follow-up posting in response to a classmate's posting. One point will be earned if the response is not well thought out, not grammatically correct, and/or not supported by information in the text, a peer-reviewed article, or a reliable website. Responses earning one point are generally opinion and not supported by fact. Sentence length tends to be 1 to 3 short sentences.
2	One original posting in response to an instructor question. Two points will be earned if the response is not well thought out, grammatically correct, or supported by information in the text or a reliable website. Sentence length tends to be 1 to 3 short sentences.
2	One follow-up posting in response to a classmate's posting. Two points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your response to a classmate's posting. This is not solely an opinion or a general discussion. If you present your opinion it must be supported by factual information – from the text, an academic research article or a reliable website. Please provide the source of your support (text, article, or website URL). Sentences tend to be 4-6 lengthy sentences.
3	One original posting in response to an instructor question. Three points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your answer. This is not solely an opinion or a general discussion. If you present your opinion it must be supported by factual information – from the text, an academic research article or a reliable website. Please provide the

source of your support (text, article, or website URL). Sentences tend to be 7-10 lengthy sentences.

Any combination of the above rubric points can be totaled to obtain your Discussion Board (DB) points. Typical point increments include...

Points	Requirements
4	Two appropriate follow-up postings
5	One original and one follow-up appropriate posting
6	Two appropriate original postings or some failure to follow the above requirements.
7	Some failure to follow the above requirements.
8	Two original and one follow-up posting. Or failure to follow the above requirements.
9	Two original and two follow-up postings. One or more of the postings are too short, failure to support or use citations.
9.5	Two original and two follow-up postings. One or more of the postings are too short.
10	Two original and two follow-up appropriate postings. Postings meet all requirements for full credit. Appropriate response, citation (text, article, or website), and adequate in length. These are well-thought out responses. Original responses tend to be a good full paragraph in the length.

PARTICIPATION IN REVIEW:

The week will run from Monday morning to Sunday night at 11:59pm.

Original Posting to discussion board questions are due **Wednesday** by 11:59pm.

Follow-up Postings to discussion board questions are due **Sunday** by 11:59pm.

Full participation as defined above (posting two “original” responses and two “follow-up” responses per session) results in 10 points per discussion board, up to a maximum of 100 points in this grade category. Failure to fully participate in discussion boards will result in point deductions. Because there are 14 weeks during which Discussion Boards are available (weeks 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, and 16), you only need to participate in 10 of the 14 Discussion Boards to receive full credit. You will not earn additional or extra credit by completing all discussion boards – but participating will certainly add to your knowledge.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally choose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar, but do look at your responses before you submit them to make sure they are as “clean” as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor discussions every Monday and Thursday. It is tempting to believe that the instructor “lives” online and is available at all times, but this is not the case.

Online Exams:

As noted in the syllabus section on Grading System and Requirements, this course includes three exams. You may take the exam at anytime during the exam week, but must complete the exam by Sunday night of the exam week. Failure to complete the exam by the end of the scheduled test week results in a 10-point (one letter grade) deduction. If you should experience a transmission error during the exam due to Internet problems, you should immediately email me at amy.chesser@wichita.edu. I will reset the test function within 12 hours, and you will be expected to resubmit the exam within 24 hours.

A written study guide emphasizing issues covered on the exam will be available. You can earn 5 points **EXTRA CREDIT** for completed study guides. To receive extra credit, define the terms and concepts found in the study guide. Study guides should be approximately 10 pages in length – they should be your own work – not copy and pasted from outlines provided by your professor. **Information from outlines copied and pasted into study guides is considered plagiarism.** Prepare one study guide document and **submit the document via the Extra Credit link under the EXAMS tab prior to taking the exam.**

Testing will take place in two phases. You have **one hour** to take the **multiple choice** question section of the exam. The multiple choice portion of the test involves answering **35 questions** from a random pool of 80 to 100 questions. You have **20 minutes** to take the **essay** question portion of the exam. *While essay questions are specified on the study guide, you will only answer two of the identified essay questions. The computer will randomly pick one of the questions which you MUST answer; you can then select which of the remaining questions you wish to answer. While you may stay online with a test function for longer than the allotted time (45 minutes for multiple choice questions and 20 minutes for essay questions), points may be deducted if you go significantly beyond the time limits).*

Prior study and preparation for exams is critical. You are expected **NOT** to use your textbook, outlines, or notes during exams. The timeframe for both portions of the exam does not allow you to look up every point as you proceed through the exam. In fact, research indicates that student's perform better on PROCTORED online exams. This means they go to a class room and are observed by their professor during the exam. The explanation, student's actually study and prepare for proctored exams. Student's may also rely on their text, notes, and outlines for un-proctored exams. However, since they have not actually learned the material, and are not prepared for the exam – they rush through the exam while trying to look up answers – and there just isn't enough time! So, do yourself a favor – actually prepare for the exam, study, complete the study guide each week, you will perform much better.

When taking the online exam, you SHOULD NOT print or make a copy of the exam. The test function contains a code that will cause your computer system to crash if you attempt to copy. The test function also contains a “stay alive” command that will keep your Internet connection active during the test experience.

Movie Assignment:

Using movie critiques from the New York Times as a model, analyze a movie from the list below, incorporating perspectives on gender and representation. **Do not write a plot summary.** Be sure to address issues related to women and aging, apply theories/examples from the course text that would strengthen your review, use specific citations from the text to support your analysis. Your judgments regarding the quality of the movie should be discussed using evidence from the film. **Minimum of one page, single spaced, 1" margins, 12 point font, name in the top left corner, one single space between your name and the start of the assignment (no need to include the assignment title or date),** saved as a Microsoft Word or .pdf document should be submitted via the SafeAssignment link found under the Assignments tab. The movie review is due Sunday night at midnight during the Week #7.

Fried Green Tomatoes Grumpy Old Men The Graduate Y tu mama tambien

BE SURE TO INCLUDE A BIBLIOGRAPHY

Reflection Paper:

“One True Thing” can be a difficult film, but strong portrayals provide intense observational opportunities. The purpose of your reflection piece is not to review the film or the acting, but to identify and discuss, what issue or issues resonated for you. Your discussion may be written in the “first person.” **Minimum of one page, single spaced, 1" margins, 12 point font, name in the top left corner, one single space between your name and the start of the assignment (no need to include the assignment title or date),** saved as a Microsoft Word or .pdf document should be submitted via the SafeAssignment link found under the Assignments tab.. The reflection paper is due Sunday night at midnight during the Week #4.

You will need to rent or download "One True Thing". You can download the movie from Blockbuster for \$2.99 (<http://www.blockbuster.com/catalog/movieDetails/129349>) or rent the movie from Blockbuster, Netflix, or area video stores.

Book Review:

Graduate students only must choose a book from the following bibliography and prepare a 3-4 page book review.

A book review is a critical analysis of a secondary text, not a summary of the work's content. In a book review, you should evaluate the way in which the author handled the subject and the contribution of the book to your understanding of the issues discussed. The form of a book review is an essay. You should begin with an introduction that both grabs the reader's attention and provides a statement of the points you intend to make (a thesis statement). You may then choose to move on and write a paragraph about each of the categories (plot summary, character analyses, theme analyses). You may decide that the topic of your book review lends itself to a deeper examination of one category than the others, for example, if its plot is especially interesting or terrible. Finally, you will want to provide a conclusion for your essay which sums up your argument.

Please see this [link](#) for more detail on how to write a book report. You may choose to prepare a plot summary, character analyses, theme analyses, or combination of the three.

The Review should be at least 3 pages. Be sure to apply what you have learned in class...how does this book compliment what you have learned in class?

- *Wise Women: A Celebration of Their Insights, Courage, and Beauty* by Joyce Tenneson
- *I Feel Bad About My Neck: And Other Thoughts About Being a Woman* by Nora Ephron
- *Great Dames: What I Learned From Older Women* by Marie Brenner
- *Wouldn't Take Nothing From My Journey Now* by Maya Angelou
- *Leaving Deep Water: Aging Asian American Women at the Crossroads of Two Cultures* by Claire S. Chow

Please submit your book review choice via the link under the Assignments tab by the end of Week #4. The book review is due Sunday night at midnight during the Week #8.

Useful sites:

[Writing a book review](#) from Gallaudet University

[Book reviews](#) SFU Library's guide to the what, why and how, including how to find book reviews

[Citation Guide: APA](#) Footnotes and bibliographies

Extra Credit

Outside class, volunteer extra credit is limited to 20 points total for class. This does not include the study guide extra credit. You can apply 20 points volunteer extra credit from experiences outside of course class work and 15 points for study guide extra credit.[Late Assignments](#)

Late assignments for this course will be accepted with appropriate documentation and will receive a point deduction. However, late final projects and/or examinations will not be accepted.

Missed Assignments and Exams

Students must contact the professor prior to missing assignment due dates or examinations. The professor will communicate necessary documentation requirements to the student. Late final projects and/or examinations will not be accepted.

Important Academic Dates

For Spring semester 2016, classes begin January 19th, 2016, and end May 13th, 2016. The last date to

drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on during the week of Spring Break, March 14-20, 2016. The final exam period is May 7-13, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

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Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [here](#)

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		Read: Chapter #1 and Chapter #2
2		Read: Chapter #3 and Chapter #5
3		Chapter #6 and additional Reading
4		Read: Chapter #7 and Chapter #8 Graduate Students Book Choice due midnight Sunday Sept. 13 th Reflection Paper due midnight Sunday September 13th - read the instructions
5		Exam 1: Chapters 1, 2, 3, 5, 6, 7, 8, and additional readings. Complete the exam by Sunday Sept. 14th.
6		Read: Chapter #9 and additional Reading
7		Read: Chapter #27, #28 and additional Reading Movie Review due midnight Sunday October 4th - read the instructions
8		Read: Chapter #10 and additional Reading
9		Read: Chapter #11, #12 and #13 Graduate Student Book Review due midnight Sunday October 11th
10		Read: Chapter #14 and #26
11		Exam 2: Chapters 9, 10, 11, 12, 13, 14, 26, 27, 28, and additional readings. Complete the exam by Sunday night Oct. 26th
12		Read: Chapter #17 and additional Reading
13		Read: Chapter #23 and #25
14		Read: Chapter #20, #21, #22, and #29

15		<p>Exam 3: Chapters 9, 17, 18, 19, 20, 21, 22, 23, 25, 29, and additional readings. Complete the exam by midnight night Dec. 8th</p>
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AGE, WORK, AND RETIREMENT

AGE 516

3 Credit Hours

Wichita State University

Fall Semester 2016

Course Syllabus

INSTRUCTOR Jacie L. Green, MA

CONTACTS

Email	jacie.green@wichita.edu (E-mail is the best way to contact me)
Office	Ahlberg Hall, Rm 135A
Office Phone	316-978-5652
Office hours	Mondays 1:00pm-3:00pm & on Blackboard Collaborate as needed
Classroom	Online instruction

CONTACTING INSTRUCTOR

- ✓ Please utilize your **WSU E-mail**
- ✓ I will respond within 24-48 hours during weekdays; anything sent over the weekend, I may not reply until Sunday night or Monday morning. If you are working on an assignment due by Sunday night, please contact me **before** the weekend with any questions
- ✓ If you have not received a response from me after 48hrs, please resend your E-mail and/or make a phone call

TEXT *Falling Short*, by Charles D. Ellis, Alicia H. Munnell, and Andrew D. Eschtruth. Oxford University Press, 2014

REQUIRED READING All other required reading materials will be provided online as PDF handouts

HOW TO USE THIS SYLLABUS

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If changes are made, you will be notified via announcements and through email communication in the Blackboard course.

COURSE DESCRIPTION

Examines the basic implications of population aging on work life and retirement opportunities, now and in the future. Explores factors that may place individuals at risk for economic insecurity as they grow older. Topics covered include the current situation in the United States and other countries, examines the economic status of older Americans, addresses retirement policies in the private sector, social security and health care issues.

DEFINITION OF ONLINE CREDIT HOUR (IIE)

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments and exams) for a total of 135 hours.

STUDENT LEARNING OUTCOMES | UNDERGRADUATE LEVEL

Upon successful completion of this course, undergraduate students will be able to:

- LO 1. Recognize the demographics of the aging population on both the national & global level
- LO 2. Interpret the societal & economic implications of the aging population
- LO 3. Identify factors that place individuals at-risk for economic insecurity in old age
- LO 4. Recognize trends in labor force participation & retirement opportunities for older adults
- LO 5. Recall the current state of Social Security & possible reform measures
- LO 6. Distinguish between the key components of both Medicare & Long-Term Care settings/services
- LO 7. Evaluate how to best prepare for retirement, both individually and systemically

STUDENT LEARNING OUTCOMES | GRADUATE LEVEL ADDITIONAL OUTCOMES

Upon successful completion of this course, graduate students will also be able to:

- LO 8. Analyze topics from course content to further evaluate with research found in the literature
- LO 9. Assemble research to demonstrate connection between current literature and course topics

STYLE OF INSTRUCTION

This class is a freestanding, online experience. There is NO in-person meeting. Weekly announcements and reminders will be posted on Blackboard regarding the required content/assignments for each week. Students are welcome at any time during the semester to meet with the instructor in-person. Blackboard Collaborate and phone calls are also encouraged.

Using the provided assigned readings as a content base, each week the class addresses unique themes. Within Blackboard, you will find pertinent class materials organized by module. At the start of each week:

- **Look in the Modules tab of Blackboard for all module materials organized by weeks.**
- Within each weekly module, you'll find everything you are expected to do that week.
- ALL content is organized by weekly module (only content not included in modules are the extra credit submissions).
- This includes all additional readings, lectures, quizzes, participation activities, assignments, and exams.

GRADING SYSTEM AND REQUIREMENTS

Exams (three), 50pts each	=	150 points
Lectures (ten), 10pts each	=	100 points
Book Review (one)	=	70 points
Participation, Forums (eleven), 10pts each	=	110 points
Interview Project (one)	=	50 points
Book quizzes (five), 10pts each	=	50 points
Course quizzes (two), 10pts each	=	<u>20 points</u>
	TOTAL	= 550 points

UNDERGRAD STUDENTS

550 to 515 points	=	A	420 to 399 points	=	C
514 to 493 points	=	A-	398 to 383 points	=	C-
492 to 476 points	=	B+	382 to 366 points	=	D+
475 to 454 points	=	B	365 to 344 points	=	D
453 to 438 points	=	B-	343 to 328 points	=	D-
437 to 421 points	=	C+	327 or less	=	F

GRADUATE STUDENTS EXTRA REQUIREMENT

Critical Thinking Assignments (two), 50pts each	=	100 points
	TOTAL	= 650 points

650 to 602 points	=	A	497 to 472 points	=	C
601 to 582 points	=	A-	471 to 452 points	=	C-
581 to 563 points	=	B+	451 to 433 points	=	D+
562 to 537 points	=	B	432 to 407 points	=	D
536 to 517 points	=	B-	406 to 387 points	=	D-
516 to 498 points	=	C+	386 or less	=	F

EXTRA CREDIT

There will be extra credit opportunities, 1 per exam section (5pts each), these will be available until the exam is open, after which point that extra credit opportunity will no longer be available. Extra credit can be submitted via the Extra Credit tab in Blackboard.

INCOMPLETES

An incomplete will only be granted to students who have completed at least 75% of the workload and have approached me at some point during the semester with reasoning for not being able to complete the remaining 25% of the course (e.g. family emergency, serious illness). At which point, an Incomplete will be given as a grade and the student will have a set amount of time to finish the course. Incompletes will not be granted to students who have completed less than 75% of the course or students who have not been in communication with me regarding their inability to finish the course.

TROUBLE SHOOTING

If you are having difficulties with Blackboard, your first contact should be the Help Desk, #978-HELP. There is also a One Stop link in the main page of Blackboard Institution, and a “One Stop (Support)” tab and “Help” tab in the Blackboard course. If you are still having difficulty, contact the instructor immediately.

You should access Blackboard via, www.blackboard.wichita.edu it is not advised to log in through mywsu portal, as it could time out the session and unexpectedly kick you out of what you have been working on.

ACADEMIC HONESTY

Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty policy](#)

Further policy specific to this course and associated penalties can be found at the end of this syllabus. Please review.

LECTURES

Each week you will have an audio lecture to watch that details your reading assignment

- Take note that you may have to deal with a pop-up blocker in order to get the lecture to launch in a separate window
- Throughout the lecture, you will have 10 quiz questions, called Knowledge Checks
- If you get the question incorrect, it will populate the correct answer
- You won't be penalized for a wrong answer, but do pay attention and take note of the correct answers, you'll likely see these questions again on your exam
- Upon completion of the entire lecture slides & knowledge checks, you will earn 10pts
- Lectures must be completed during the assignment week, Sunday by 11:59pm

There are a total of ten lectures throughout the course; you can earn up to **100pts** for completing all ten lectures.

PARTICIPATION & ASSIGNMENTS

GROUP FORUMS | Fulfils LOs 1-6

- You will find a link to the Group Forum within the module folder for each week there is a forum due
- At the start of each week, you will be expected to make an **original post** to **one (1)** of the provided topics by **Thursday at 11:59pm**
- You will then be expected to return to the forum later and make a **response post** to at least **one (1)** other student by **Sunday at 11:59pm** – do not post both times in the same setting. Come back to the forum later to allow for more interaction to occur
- The topics relate to content covered that week
- Opportunities to choose from include:
 - ✓ Application question
 - ✓ Research question
 - ✓ Personal reflection question
- Not participating in even just half of the forums available can drop you a letter grade

An appropriate original post includes: well-thought out, grammatically correct, and use of proper web etiquette (i.e. type your post as you would any paper).

- ✓ Your postings should be a full paragraph, **4-6 complete sentences**
- ✓ Must provide the source of your information when asked to provide a source

An appropriate response includes: well-thought out, grammatically correct, and use of proper web etiquette (i.e. type your post as you would any paper).

- ✓ This is an opportunity to provide your opinion in response to another student's entry, but do so with **4-6 complete sentences**
- ✓ A response question will be asked of you directly, to help guide your response
- ✓ It is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. **Simply typing, "Ditto" or "I agree" does not constitute a follow-up response. Incomplete and/or poor quality responses will receive 0pts.**

There is a rubric provided in Blackboard so you know exactly what is expected of you during Group Forums

CLASS BLOGS

- A couple of times during the semester, you'll have opportunity to interact beyond your group and with the entire class
- To begin the semester, you will post an Introduction blog about yourself
- During Week 9, you'll post in the class blog the name and relationship of the individual you have chosen to interview for your interview assignment (*see details to follow for your interview project*)
 - ✓ 10 of the 50 points for your Interview Project are earned by posting your interviewee information during Week 9
- Response posts to another student are not required on these Class Blog opportunities, but welcomed!

PARTICIPATION IN REVIEW

The week will run from Monday morning to Sunday night at 11:59pm

Don't post everything in one sitting, allow for more opportunities for response throughout the week.

Original Post due before **Thursday** by **11:59pm**

Response Post to another student is due before **Sunday** by **11:59pm**

INTERVIEW PROJECT | Fulfills LO 7

To gain real-life exposure & learn from someone in your life who is nearing retirement or in retirement about his/her preparation measures (or lack thereof).

- Pick one person in your life who is nearing retirement or already in retirement to interview
- A list of required questions can be found in Blackboard under the **Rubrics & Details tab**, but you are encouraged to add any of your own perhaps unique to that individual or your retirement goals
 - ✓ You will submit your interview in a written Word document, simply stating the question & answer, length will vary depending on answers given
 - ✓ A final paragraph (4-6 sentences) is required where you discuss what you learned & found valuable from the interviewee that you can apply to your own retirement preparation efforts
 - ✓ Full rubric can be found in Blackboard under the Rubrics tab
- Your interview may be in-person or over the phone, if necessary email is also acceptable
 - ✓ You may choose a friend, co-worker, family member – anyone you have a good relationship with that would be comfortable talking about retirement
- You must select & report the name/relationship of your interviewee during Week 9, Sunday by 11:59pm
- The written interview document is due Week 15, Sunday by 11:59pm

BOOK REVIEW | Fulfills LO 7

To evaluate what you can do as an individual to better prepare for your own retirement & to discuss possible changes to the larger system that would aid in retirement efforts systemically.

- Using the book, *Falling Short* as your guide, you will review two main points:
 - ✓ Evaluate the steps you need to take in order to be prepared for what you want your retirement to be like
 - ✓ Discuss the bigger picture, including what changes need to happen systemically to aid in retirement efforts
- Written in a Word document, at least 2 pages in length, organized by main points, double-spaced, readable font
- Full rubric can be found in Blackboard under the Rubrics tab
- Your written book review is due Week 16, Wednesday by 11:59pm

GRADUATE STUDENT CRITICAL THINKING ASSIGNMENTS | Fulfills LOs 8 & 9

For graduate students ONLY, to analyze a topic from the course, offering discussion through appropriate, graduate level writing

- Graduate students will have two (2) critical thinking assignments to complete
- The student will analyze a topic relevant to content from the assigned units and assembles research from current literature to further evaluate the topic chosen
- Must be written in a Word document, 3 pages minimum, double-spaced, demonstrating understanding of the topic through appropriate use of sources
- Citation in APA of at least three (3) outside sources is required

LATE ASSIGNMENT POLICY

Any of the above participation & assignments submitted late will be deducted points as indicated on the rubric. Late exams will receive a one letter grade deduction. If one full week has passed beyond the due date for any of the above, a zero will be assigned.

I understand life happens, but moral of the story, complete your work on time.

QUIZZES AND EXAMS | Fulfill LOs 1-6

QUIZZES | You have two course quizzes and five book quizzes to complete

- One (1) course quiz due during Week 1 is the Syllabus Quiz, worth 10pts
 - ✓ To show your understanding of all content required for successful completion of this course
 - ✓ You will have two attempts at this quiz
- One (1) course quiz due during Week 3 is the Citation Quiz, worth 10pts
 - ✓ To show your understanding of how to properly cite your sources in APA citation
 - ✓ You will have two attempts at this quiz
- Five (5) *Falling Short* chapter quizzes
 - ✓ Starting in Unit 2, you will have five weekly assigned chapter readings from the book, *Falling Short*
 - ✓ These quizzes will help gage your understanding of the book
 - ✓ You will write a review of retirement planning based on the book, *Falling Short*, so these quizzes will help keep you on track in your reading and understanding of the material
 - ✓ You will have one attempt at each 10pt quiz
 - ✓ They are due Sunday by 11:59pm of the assigned week

EXAMS | There will be three (3) exams to complete throughout the course

- Exams will be available to take at any time during the exam week
 - ✓ Exams must be completed Sunday by 11:59pm of the exam week
 - ✓ Failure to complete the exam by the end of the schedule test week results in a one letter grade deduction
- If you should experience a transmission error during the exam due to Internet problems, you should immediately email the instructor at jacie.green@wichita.edu. The instructor will reset the test function within 12 hours, and you will be expected to resubmit the exam within 24 hours
- You have **60 minutes** to complete the exam, which may include: **multiple choice & true/false**
 - ✓ Questions are drawn from a random pool and presented in randomized order
- Be sure to [login to Blackboard](#) directly. If you login from your MyWSU portal, it may time out before you complete the exam
- While you may stay online with a test function for longer than the allotted time (60 minutes) points may be deducted if you go significantly beyond the time limits)

Exams are worth **50pts each**. Some questions may be worth 1, 2 or 3pts each.

Prior study and preparation for exams is critical. You are expected **NOT** to use the lectures or notes during exams. The timeframe for both portions of the exam does not allow you to look up every point as you proceed through the exam. In fact, **research indicates that student's perform better on PROCTORED online exams**. This means they go to a class room and are observed by their professor during the exam. The explanation, student's actually study and prepare for proctored exams. Student's may also rely on their text, notes, and outlines for **un-proctored** exams. However, since they have not actually learned the material, and are not prepared for the exam – they rush through the exam while trying to look up answers – and there just isn't enough time! So, do yourself a favor – actually prepare for the exam, you will perform much better.

When taking the online exam, you **SHOULD NOT** print or make a copy of the exam. The test function contains a code that will cause your computer system to crash if you attempt to copy. The test function also contains a “stay alive” command that will keep your Internet connection active during the test experience.

IMPORTANT ACADEMIC DATES

For the fall semester, view the [current academic year calendar](#) for all dates and deadlines.

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

DISABILITIES

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316)-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

COUNSELING & TESTING

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

DIVERSITY & INCLUSIVE

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SHOCKER ALERT SYSTEM

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. [Sign up for alerts!](#)

ACADEMIC HONESTY

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying the outlines, another student's paper, creative work, article, or computer work, and submitting it as one's own original. *Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable. With respect to article reviews and the final synthesis, if you use direct wording from another source, you should put the information in quotation marks and include a reference to the original work at the end of the quotation.* You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: all assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting you see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

All written assignments will be submitted via SafeAssign software. If your paper receives a plagiarism score of greater than 35%, and you have NOT provided appropriate citation of your sources, you will receive an automatic grade deduction of 50%.

2. Cheating on exams – As noted in an earlier section of the syllabus, the online exams for this class assume that students WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)
3. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

COURSE SCHEDULE

Week	Modules	Aligned Goals and Assignments		Points	Due
		Unit 1: Population Aging (National & Global Perspectives)			
1	Intro	Main Competency: Student is able to recognize the key aspects of this course.			
8/22		Intro Lecture	Introduction to Course		
		Course Quiz #1	Syllabus	10pts	Sun 11:59pm
		Assignment	Week 1 Class Blog – Introduce Yourself	10pts	Sun 11:59pm
2	Mod. 1.1	Main Competency: Student is able to recognize the demographics of the aging population in the U.S.			
8/29		Video Watch	Aging American Population watch only to 8:10 min		
		Lecture Read	A Profile of Older Americans: 2013 pgs. 1-8, pg. 11		
		Week 2 Lecture	Profile of Older Americans	10pts	Sun 11:59pm
		Assignment	Week 2 Group Forum	10pts	Thurs/Sun
3	Mod. 1.2	Main Competency: Student is able to interpret the implications of the evolving age structure in the U.S.			
9/5		Video Watch	The End of the Population Pyramid		
		Lecture Read	An Aging Nation: The Older Population in the United States, pgs. 1-28		

		Week 3 Lecture	An Aging Nation	10pts	Sun 11:59pm
		Course Quiz #2	Citation Quiz	10pts	Sun 11:59pm
		Assignment	Week 3 Group Forum	10pts	Thurs/Sun
4	Mod. 1.3	Main Competency: Student is able to identify the characteristics of the aging population globally.			
9/12		Video Watch	"The Next Boom: Population Growth, Aging and Movement"		
		Lecture Read	Attitudes about Aging: A Global Perspective, 2014 pgs. 22-50		
		Week 4 Lecture	A Global Perspective	10pts	Sun 11:59pm
		Assignment	Week 4 Group Forum	10pts	Thurs/Sun
				DUE Extra Credit Exam 1	(5pts) Sun 11:59pm
5	Mod. 1	Main Competency: Complete Unit #1 Exam			
9/19		Test: Unit #1 Exam covers all reading materials/lectures from Unit 1 Modules 1.1-1.3			50pts Sun 11:59pm
		Exam #1 contains 50 questions, formats include: MC, T/F			
		Unit 2: Income, Labor, Retirement Planning & Policies			
6	Mod. 2.1	Main Competency: Student is able to interpret the key economic security concerns of aging.			
9/26		Book Read	<i>Falling Short</i> (Ch. 1) "Introduction"		
		Lecture Read	Sources of Income for Older Americans, 2012 pgs. 1-8		
		Lecture Read	Income and Poverty of Older Americans, 2011 pgs. 1-4 (Income)		
		Lecture Read	A Profile of Older Americans: 2013 pg. 10 (Poverty)		
		Week 6 Lecture	Income & Economic Security	10pts	Sun 11:59pm
		Assignment	Week 6 Group Forum	10pts	Thurs/Sun
		Assignment	Falling Short Ch. 1 Quiz	10pts	Sun 11:59pm
7	Mod. 2.2	Main Competency: Student is able to identify the common components surrounding an aging labor force.			
10/3		Book Read	<i>Falling Short</i> (Ch. 2) "How did we get here?"		
		Lecture Read	The Aging US Workforce, 2013 pgs. 11-35		
		Week 7 Lecture	Navigating the Labor Force	10pts	Sun 11:59pm
		Assignment	Week 7 Group Forum	10pts	Thurs/Sun
		Assignment	<i>Falling Short</i> Ch. 2 Quiz	10pts	Sun 11:59pm
8	Mod. 2.3	Main Competency: Student is able to describe preparation methods that lead to their definition of a successful retirement.			
10/10		Video Watch	American Seniors Can't Retire		
		Book Read	<i>Falling Short</i> (Ch. 3) "How big is the problem?"		
		Lecture Read	<i>The Economics of an Aging Society</i> (Ch. 6) PDF "Retirement Policies & Pension Plans"		
		Lecture Read	Putting Off Tomorrow to Do What You Want Today, 2011		
		Week 8 Lecture	Retirement Planning, Policies & Pensions	10pts	Sun 11:59pm
		Assignment	Week 8 Group Forum	10pts	Thurs/Sun
		Assignment	<i>Falling Short</i> Ch. 3 Quiz	10pts	Sun 11:59pm
		Look ahead!	Find your Interviewee		Week 9
				DUE Extra Credit Exam 2	(5pts) Sun 11:59pm
9	Mod. 2	Main Competency: Complete Unit #2 Exam			
10/17		Test: Unit #2 Exam covers all reading materials/lectures from Unit 2 Modules 2.1-2.3			50pts Sun 11:59pm
		Exam #2 contains 50 questions, formats include: MC, T/F			
		DUE Grad Student Critical Thinking Assignment #1			(50pts) Sun 11:59pm
		Unit 3: Social Security Programs; Health Care; LTC			
10	Mod. 3.1	Main Competency: Student is able to interpret the state of Social Security and possible reform measures.			
10/24		Book Read	<i>Falling Short</i> (Ch. 4) "What can we do as individuals?"		
		Lecture Read	Annual Statistical Supplement, OASDI, 2014 pgs. 9-19		
		Lecture Read	Fast Facts & Figures, Social Security, 2014, pgs. 35-37		
		Lecture Read	Social Security, Update 2015		
		Lecture Read	The Future of Social Security, AARP		
		Week 10 Lecture	Social Security (Current & Reform)	10pts	Sun 11:59pm

		Assignment	Week 10 Group Forum	10pts	Thurs/Sun
		Assignment	<i>Falling Short</i> Ch. 4 Quiz	10pts	Sun 11:59pm
11	Mod. 3.2	Main Competency: Student is able to distinguish between the components of SSDI and SSI.			
10/31		Book Read	<i>Falling Short</i> (Ch. 5) "What can we do as a nation?"		
		Lecture Read	<i>The Economics of an Aging Society</i> (Ch. 9) PDF "Disability Policy"		
		Lecture Read	Social Security, Update 2015		
		Week 11 Lecture	Understanding Disability Policy	10pts	Sun 11:59pm
		Assignment	Week 11 Group Forum	10pts	Thurs/Sun
		Assignment	<i>Falling Short</i> Ch. 5 Quiz	10pts	Sun 11:59pm
12	Mod. 3.3	Main Competency: Student is able to distinguish between the four main components of Medicare.			
11/7		Lecture Read	Social Security Bulletin, Medicare, 2014 pgs. 37-47		
		Lecture Read	The Future of Medicare, AARP		
		Week 12 Lecture	The Basics of Medicare	10pts	Sun 11:59pm
		Assignment	Week 12 Group Forum	10pts	Thurs/Sun
13	Mod. 3.4	Main Competency: Student is able to interpret the state of LTC as it pertains to trends and costs.			
11/14		Lecture Read	LTC Cost of Care Survey, 2014, pgs. 4-7, 12-18, 35		
		Reading Link	LTC Insurance Info: http://longtermcare.gov/costs-how-to-pay/what-is-long-term-care-insurance/buying-long-term-care-insurance/		
		Week 13 Lecture	Long-Term Care (LTC) & Insurance	10pts	Sun 11:59pm
		Assignment	Week 13 Group Forum	10pts	Thurs/Sun
		Assignment	Class Blog - Interviewee Submission	10pts	Sun 11:59pm
			DUE Extra Credit Exam 3	(5pts)	Sun 11:59pm
THANKSGIVING BREAK					
14	Mod. 3	Main Competency: Complete Unit #3 Exam			
11/28		Test: Unit #3 Exam covers all reading materials/lectures from Unit 2 Modules 3.1-3.4		50pts	Sun 11:59pm
		Exam #3 contains 50 questions, formats include: MC, T/F			
			DUE Book review	70pts	Sun 11:59pm
15		Work week			
12/5			DUE Grad Student Critical Thinking Assignment #2	(50pts)	Sun 11:59pm
16	Finals	Work week			
12/12			DUE Interview project	40pts	Wed 11:59p



AGE 525 Death and Dying (fully online), Fall, 2015

Instructor:	Amy K. Chesser, PhD
Department:	Public Health Sciences
Office Location:	106G. Ahlberg Hall
Telephone:	316-978-3072
Email:	Amy.chesser@wichita.edu
Preferred Method of Contact:	email
Office Hours:	(Tuesday – Thursday mornings)
Classroom; Days/Time:	Online
Teaching Assistant:	Ms. Whitney Lindeman
TA Contact Info:	walindeman@wichita.edu

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Changes to the syllabus will be posted in the course Announcements tab.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected the professor will contact the student(s) involved.

Course Description

A broad overview of the psychological aspects of death and dying in our society. Topics include attitudes toward and preparation for death, the understanding of and care for terminally ill patients, funeral rituals, burial, mourning and grief practices; suicide and euthanasia. The class involves experiential learning activities such as personal preparation for death and field trips such as visiting a funeral home. These learning activities are designed to help the student be better equipped to help those who must make such preparations for themselves or loved ones.

Definition of a Credit Hour

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, blogs, journals and participation assignments) for a total of 135 hours.

[Click here](#) for the policy and examples for different types of courses and credit hour offerings.

Measurable Student Learning Outcomes – UNDERGRADUATE

This course offers a broad overview of the psychological aspects of death and dying in our society. Topics include attitudes toward and preparation for death; the understanding of and care for terminally ill patients; funeral rituals; burial, mourning and grief practices; suicide and euthanasia. The class involves experiential learning activities such as personal preparation for death and field trips such as visiting a funeral home. These learning activities are designed to help the student be better equipped to help those who must make such preparations for themselves or loved ones.

Upon successful completion of this course, students will be able to:

1. Examine and/or explore thoughts, feelings, and attitudes toward death and dying in general.
2. Understanding of and care for terminally ill patients; funeral rituals; burial, mourning and grief practices; suicide and euthanasia
3. Apply knowledge gained in professional and personal situations.

Measurable Student Learning Outcomes –GRADUATE

This course is a multidisciplinary, empirically-based consideration of emotions, behaviors, beliefs, and attitudes related to death and the process of dying. Topics include: concepts of death, dying, grief, and bereavement; individual differences related to preparation, adjustment, and coping, as well as discussion of special topics (e.g., hospice and palliative care, physician-assisted suicide, violent death, terrorist attacks, genocide, etc.). One purpose of this course is to help students further develop and refine critical thinking skills and other skills that will facilitate life-long learning.

Upon successful completion of this course, students will be able to:

1. Develop a personal understanding of attitudes toward death and dying
2. Understand the support systems in society related to dying and bereavement
3. Recognize the theoretical approaches used in the study of death and grieving
4. Understand psychological aspects of confronting death, dying, and bereavement
5. Understand socio-cultural aspects of death and dying
6. Understand ethical and legal issues in death and dying
7. Understand psychological issues affecting caregivers working in the death and dying field

Required Texts/Readings Textbook

Death, Society, and Human Experience – 10th Edition., by Kastenbaum, 2009

Death: A Personal Understanding Telecourse Study Guide – 9th Edition, prepared by J. Mazaik, 2007

Video: Death: A Personal Understanding

Students may rent (\$35) a DVD copy of the videos from the WSU bookstore.

OR

Videos are available online at the following site: <http://www.learner.org>. Students can sign up for free and then view the videos on demand (VoD). Quality will vary given your equipment and your connection.

Other Readings

Publication Manual of the American Psychological Association – Sixth Edition, by American Psychological Association, American Psychological Association Publishing, 2010.

Regular student membership in the Gerontological Society of America, for \$65.00 per year (includes online access to all journals published by the society). Membership form is available at <https://www.geron.org>

Additional required readings are posted in the “Assignments by Session” section of Blackboard (Bb). These include journal articles, Web sites and other materials. You are expected to review each required Web site thoroughly, especially the sections mentioned in the assignment for that week. Additional readings will likely be updated and added to throughout the semester.

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change by the professor as the semester evolves.

Class Protocol

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. There is a link to the presentation on the main announcements page. Students are welcome at any time during the semester to email or arrange a phone meeting with the instructor.

Using the textbook as a content base, each week the class addresses unique themes in the biology aging. Within Blackboard, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents section of Blackboard for an outline of the information assigned for the week. The outline includes a list of questions posted in the Discussion Forum section.

Instructional Procedures

- As with other distance courses taught in the Department of Public Health Sciences at Wichita State University will be relying heavily upon the Blackboard (Bb) platform. As such, you should be planning to check the various sections of our course's site (particularly the announcements, course materials, and blog sections) with great regularity.
- The bulk of our interaction as a class will take place as asynchronous threaded discussion on our various blog (DB) forums. From time to time I will create additional discussion forums to address specific topics, but for the most part there will be weekly forums created to discuss the reading for that particular week. Depending on the size of our class, I may split up the class into smaller groups for discussions of the reading.
- In the weekly discussion forums, I will be requiring you to post a thoughtful, thematic, critical, and synthetic response of at least two solid paragraphs to the readings assigned for that week and any deliverables mentioned in the weekly assignment. This response should be written to stake out your own reasoned position and to stimulate insightful and productive scholarly dialogue. Your response should be followed by at least two provocative and insightful questions. I have high expectations regarding your level of participation (see “class participation” section, below), and that level of participation should be amply reflected in your weekly posting behavior.

- Please, help me with the grading process by placing your name, the week, a page number and the title of the assignment in the “header” at the top of each page.

Grading Scale - UNDERGRADUATE

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points	Letter grade	Grade Points	Interpretation
463-500	A	4.00	<i>The A range denotes excellent performance.</i>
462-448	A-	3.70	
447-433	B+	3.30	
432-413	B	3.00	<i>The B range denotes good performance.</i>
412-398	B-	2.70	
397-383	C+	2.30	
382-363	C	2.00	<i>The C range denotes satisfactory performance.</i>
362-348	C-	1.70	
347-333	D+	1.30	
332-313	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
312-293	D-	0.70	
297-0	F	0.00	<i>F denotes failing performance.</i>

Grading Scale - GRADUATE

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points	Letter grade	Grade Points	Interpretation
600-555	A	4.00	<i>The A range denotes excellent performance.</i>
554-537	A-	3.70	
536-519	B+	3.30	
518-495	B	3.00	<i>The B range denotes good performance.</i>
494-477	B-	2.70	
476-459	C+	2.30	
458-435	C	2.00	<i>The C range denotes satisfactory performance.</i>
434-417	C-	1.70	
416-399	D+	1.30	

398-375	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
374-357	D-	0.70	
356-0	F	0.00	<i>F denotes failing performance.</i>

Assignments

Three, 100 point exams (details follow)	300 points
One, 75 point interview project (details follow)	75 points
One, 25 point advance directive assignment (details follow)	25 points
Online participation (details follow)	100 points
Total	500 points
Book Review: GRADUATE STUDENTS ONLY (details follow)	100 points
Graduate Student Total	600 points

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. There is a link on the main announcements page. You are welcome at any time during the semester to meet with the instructor in-person during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes affecting women as they grow older. Within the Blackboard program, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents section of the Blackboard program for an outline of the information assigned for the week. The outline includes a list of questions posted in the Blackboard Discussion Forum section. As noted in the preceding section on Grading System and Requirements, 20 percent of your grade comes from participation in the Discussion Forums.

Online Participation:

Each week begins Monday and ends at 11:59 p.m. on Sunday. At the start of each week, you will find several questions posted in the Discussion Board section of Blackboard. The questions relate to content covered in the assigned chapter. Each student must generate an “original” posting to TWO questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; TWO follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week. In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text. **Simply** typing, “Ditto” or “I agree” does not constitute a follow-up response. **Incomplete and/or poor quality responses will be graded accordingly.** To earn full participation points all responses must provide correct information, be well thought out, and result from critical thinking. Most questions are based from the reading material in the book and/or outline. You are expected to use these sources to help answer the questions and provide appropriate support in your responses to classmates. You will not receive points for only agreeing with a classmate.

PARTICIPATION IN REVIEW:

The week will run from Monday morning to Sunday night at 11:59pm.

Original Posting to discussion board questions are due **Wednesday** by 11:59pm.

Follow-up Postings to discussion board questions are due **Sunday** by 11:59pm.

Therefore, if you work on weekends, you can submit your TWO original postings to the discussion board questions the weekend before they are due - and at the same time post your TWO follow-ups to the past week's discussion board.

Full participation as defined above (posting two "original" responses and two "follow-up" responses per session) results in 10 points per discussion board, up to a maximum of 100 points in this grade category. Failure to fully participate in online discussions will result in point deductions. Because there are 14 online weeks during which Discussion Forums are posted (online weeks 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, and 16), students need only participate in 10 of the 14 Discussion Forums to receive full points.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally chose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar used in online postings, but do look at your responses before you submit them to the Discussion Forum to make sure they are as "clean" as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor and participate in online discussion every Monday and Thursday.

Exams:

As noted in the syllabus section on Grading System and Requirements, this course includes three exams. Students may take the exam at anytime during the exam week, but must complete the exam by Sunday night of the exam week. Failure to complete the exam by the end of the scheduled online test week results in a 10-point (one letter grade) deduction. If a student should experience a transmission error during the exam due to Internet problems, the student should immediately email the instructor at amy.chesser@wichita.edu. The instructor will reset the test function within 12 hours, and the student will be expected to resubmit the exam within 24 hours.

To help students prepare for the online testing experience, the instructor will post a practice test experience the week before the first online exam date. As well, the instructor will post a written study guide that emphasizes issues covered on the exam.

Students will have 90 minutes to take the multiple choice, true/false questions, and short answer questions of the exam. The multiple choice and true/false portions of the test involve answering 41 questions from a random pool of 80 to 100 questions. All 6 short answer questions are specified on the study guide for each exam. Because it is impossible to monitor student's use of textbook or other materials during an online exam, the assumption is that you will have these resources available during the test. However, the timeframe for both portions of the exam does not allow you to look up every point as you proceed through the test. Therefore, prior study and preparation for the exam is critical. *While you may stay online with a test function for longer than the allotted time (45 minutes for multiple choice questions and 20 minutes for essay questions), points may be deducted if you go significantly beyond the time limit.*

ASSIGNMENT

Advance Directive:

Based on what you have learned in class and your own personal reflections, plan your own end-of-life decisions, advanced directives, and funeral instructions and complete a "Instructions for Loved Ones" form. More info on this assignment will be provided on our class site.

INTERVIEW PROJECT

Field Interview: This project will be an *in-depth case study based on either an interview of a person who is dying or bereaved, cares for dying persons.*

Individual Interview:

Select one person and interview this person on a topic of your choice relating to dying, death, and/or bereavement. The interview could be conducted with:

1. an individual who is dying or bereaved
2. a health care provider, or bereavement counselor
3. an individual who processes the deceased
4. a layperson who cares for the dying

The person interviewed must be told the purpose of the interview, must participate voluntarily, must be guaranteed confidentiality and anonymity, must be free to withdraw from the interview, and must not be harmed in any way by the interview. The interview should be relatively short and should focus on a particular topic of interest to you. You may audiotape the interview or take notes. You will then write up the interview.

The interview paper must be typed, double-spaced and no more than 4 pages in length plus one page for your list of references and one title/cover page. (Use 1 inch margins and a font such as Times New Roman 12 point.) Approximately half of the paper will describe the interview and present the contents of the interview (questions asked and answers given). Compare the actual experience of the individual chosen with what you have been studying in the literature. The remainder of the paper will be your interpretation/analysis of the person's comments and will include references to relevant literature. In technical terms, this assignment involves interview, case study, and qualitative analysis. The bibliography should include about 4-8 references.

[Field Research: Conducting an Interview](#) from Purdue University Writing Lab

Book Review (GRADUATES ONLY):

Students must choose a book from the following bibliography. Additional instructions are provided in the document found under the Book Review tab.

- *Death and Dying: Views from Many Cultures* - Richard A. Kalish
- *Last Wish* - Betty Rollin
- *A Grief Observed* - C.S. Lewis
- *The Last Lecture* - Randy Pausch

Useful sites:

[Writing a book review](#) from Gallaudet University

[Book reviews](#) SFU Library's guide to the what, why and how, including how to find book reviews

[Citation Guide: APA](#) Footnotes and bibliographies

Late Assignments

Late assignments for this course will be accepted with appropriate documentation and will receive a point deduction. However, late final projects and/or examinations will not be accepted.

[Missed Assignments and Exams](#)

Students must contact the professor prior to missing assignment due dates or examinations. The professor will communicate necessary documentation requirements to the student. Late final projects and/or examinations will not be accepted.

[Important Academic Dates](#)

For Spring semester 2016, classes begin January 19th, 2016, and end May 13th, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on during the week of Spring Break, March 14-20, 2016. The final exam period is May 7-13, 2016.

[Disabilities](#)

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [here](#)

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		Introduction, Review Syllabus, & Course Design Chapter #1: As we think about death
2		Chapter #2: What is death
3		Chapter #4: Dying
4		Chapter #3: The death system
5		Exam #1: Chapters 1-3
6		Chapter #5: Hospice and Palliative Care
7		Chapter #6: End of life issues and decisions Chapter #9: Euthanasia, assisted death, abortion and the right to die
8		Chapter #7: Suicide Chapter #8: Violent Death
9		Exam 2: Chapters 4-6 Graduate Student Book Review Due
10		Chapter #10: Death in the world of childhood
11		Chapter #11: Bereavement, Grief, and Mourning
12		Chapter #12: The funeral process Funeral Planning Due November 9th
13		Chapter #13: How do we survive death?
14		Chapter #14: How can we help? Chapter #15: Good life, good death Final Project Due November 29th
15		Exam 3 : Chapters 7-15



Course Syllabus

INSTRUCTOR Jacie L. Green, MA

CONTACTS

Email	jacie.green@wichita.edu (E-mail is the best way to contact me)
Office	Ahlberg Hall, Rm 135A
Office Phone	316-978-5652
Office hours	Mondays 1:00pm-3:00pm & on Blackboard Collaborate as needed
Classroom	Online instruction

CONTACTING INSTRUCTOR

- ✓ Please utilize your **WSU E-mail**
- ✓ I will respond within 24-48 hours during weekdays; anything sent over the weekend, I may not reply until Monday morning
If you are working on an assignment due by Sunday night, please contact me **before** the weekend with any questions
- ✓ If you have not received a response from me after 48hrs, please resend your E-mail and/or make a phone call

REQUIRED TEXT *Sexuality and Aging: Clinical Perspectives*, by Jennifer Hillman - Springer, 2012

REQUIRED FILM *Hope Springs*, David Frankel (2012)

HOW TO USE THIS SYLLABUS

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If changes are made, you will be notified via announcements and through email communication in the Blackboard course.

COURSE DESCRIPTION

Focuses on all aspects of sexuality and aging and the issues that arise with respect to sexual behavior as humans age. Examines human sexuality over the life course, focused on the experiences of those 65 and older and the impact of chronic disease, cognitive decline and physical disabilities on sexual attitudes and behaviors. Addresses key concerns regarding sexuality and aging, including misconceptions about sexuality and aging as well as the problems with sexuality that members of the aging population sometimes face. It also looks at solutions, treatments and techniques that can be applied to help address some of those problems. The course perspective is interdisciplinary, taking into account the physiological, psychological, interpersonal and social influences which shape our understanding of sexuality in the aged.

DEFINITION OF ONLINE CREDIT HOUR (III)

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments and exams) for a total of 135 hours.

STUDENT LEARNING OUTCOMES | UNDERGRADUATE LEVEL

Upon successful completion of this course, undergraduate students will be able to:

- LO 1. Identify the physiological, demographic, cultural, and interpersonal changes associated with increasing age as it pertains to sexuality
- LO 2. Interpret the role that society (and social attitudes) play in shaping a person's sense of sexuality with increasing age
- LO 3. Distinguish between the normal, age-related (non-disease) and disease-related changes in a person's sexuality that can occur with aging
- LO 4. Recognize effective dialog techniques pertaining to older adults in discussing issues of sexuality
- LO 5. Connect concepts from course content with issues of sexuality presented in current culture
- LO 6. Analyze research articles relevant to current issues and topics of an aging society

STUDENT LEARNING OUTCOMES | GRADUATE LEVEL ADDITIONAL OUTCOMES

Upon successful completion of this course, graduate students will also be able to:

- LO 7. Analyze topics from course content to further evaluate with research found in the literature
- LO 8. Assemble research to demonstrate connection between current literature and course topics

STYLE OF INSTRUCTION

This class is a freestanding, online experience. There is NO in-person meeting. Each week begins Monday and ends at 11:59 p.m. on Sunday. Weekly announcements and reminders will be posted on Blackboard regarding the required content/assignments for each week. Students are welcome at any time during the semester to meet with the instructor in-person. Blackboard collaborate and phone calls are also encouraged.

Using the textbook as a content base, each week the class addresses unique themes. Within Blackboard, you will find pertinent class materials organized by module. At the start of each week:

- **Look in the Modules tab of Blackboard for all module materials organized by weeks.**
- Within each weekly module, you'll find everything you are expected to do that week.
- ALL content is organized by weekly module (only content not included in modules are the extra credit submissions).
- This includes any additional readings, lectures, quizzes, participation activities, assignments, and exams.

GRADING SYSTEM AND REQUIREMENTS

Exams (three), 50pts each	=	150 points
Lectures (ten), 10pts each	=	100 points
Participation – Forums (eight), 10-20pts each	=	100 points
Journals (five), 20pts each	=	100 points
Reflection Paper (one)	=	30 points
Course quizzes (two), 10pts each	=	<u>20 points</u>
TOTAL	=	500 points

UNDERGRAD STUDENTS

500 to 463 points	=	A	382 to 363 points	=	C
462 to 448 points	=	A-	362 to 348 points	=	C-
447 to 433 points	=	B+	347 to 333 points	=	D+
432 to 413 points	=	B	332 to 313 points	=	D
412 to 398 points	=	B-	312 to 298 points	=	D-
397 to 383 points	=	C+	297 or less	=	F

GRADUATE STUDENTS EXTRA ASSIGNMENTS

Critical Thinking Assignments (two), 50pts each	=	100 points
TOTAL	=	600 points

GRAD STUDENTS

600 to 555 points	=	A	458 to 435 points	=	C
554 to 537 points	=	A-	434 to 417 points	=	C-
536 to 519 points	=	B+	416 to 399 points	=	D+
518 to 495 points	=	B	398 to 375 points	=	D
494 to 477 points	=	B-	374 to 357 points	=	D-
476 to 459 points	=	C+	356 or less	=	F

EXTRA CREDIT

There will be extra credit opportunities, 1 per exam section (5pts each), these will be available until the exam is open, after which point that extra credit opportunity will no longer be available. Extra credit can be submitted via the **Extra Credit tab** in Blackboard.

INCOMPLETES

An incomplete will only be granted to students who have completed at least 75% of the workload and have approached me at some point during the semester with reasoning for not being able to complete the remaining 25% of the course (e.g. family emergency, serious illness). At which point, an Incomplete will be given as a grade and the student will have a set amount of time to finish the course. Incompletes will not be granted to students who have completed less than 75% of the course or students who have not been in communication with me regarding their inability to finish the course.

TROUBLE SHOOTING

If you are having difficulties with Blackboard, your first contact should be the Help Desk, #978-HELP. There is also a One Stop link in the main page of Blackboard Institution, and a “One Stop (Support)” tab and “Help” tab in the Blackboard course. If you are still having difficulty, contact the instructor immediately.

You should access Blackboard via, www.blackboard.wichita.edu it is not advised to log in through mywsu portal, as it could time out the session and unexpectedly kick you out of what you have been working on.

ACADEMIC HONESTY

Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty policy](#). Further policy specific to this course and associated penalties can be found at the end of this syllabus. Please review.

LECTURES

Each week you will have an audio lecture to watch that details your reading assignment

- Take note that you may have to deal with a pop-up blocker in order to get the lecture to launch in a separate window
- Throughout the lecture, you will have 10 quiz questions, called Knowledge Checks
- If you get the question incorrect, it will populate the correct answer
- You won't be penalized for a wrong answer, but do pay attention and take note of the correct answers, you'll likely see these questions again on your exam
- Upon completion of the entire lecture slides & knowledge checks, you will earn 10pts
- Lectures must be completed during the assignment week, Sunday by 11:59pm

There are a total of ten lectures throughout the course; you can earn up to **100pts** for completing all ten lectures.

PARTICIPATION & ASSIGNMENTS

GROUP FORUMS | Fulfills LOs 1-5

- You will find a link to the Group Forum within the module folder for the week there is a forum due
- At the start of each week, you will be expected to make an **original post** to the provided topic by **Thursday at 11:59pm**
- You will then be expected to return to the forum later and make a **response post** to at least one (1) other student by **Sunday at 11:59pm** – do not post both times in the same setting. Come back to the forum later to allow for more interaction to occur
- The topic will relate to the content covered that week

An appropriate original post includes: well-thought out, grammatically correct, and use of proper web etiquette (i.e. type your post as you would any paper).

- ✓ Your postings should be a full paragraph, **4-6 complete sentences**
- ✓ Must provide the source of your information when asked to provide a source

An appropriate response includes: well-thought out, grammatically correct, and use of proper web etiquette (i.e. type your post as you would any paper).

- ✓ This is an opportunity to provide your opinion in response to another student's entry, but do so with **4-6 complete sentences**
- ✓ A response question will be asked of you directly, to help guide your response
- ✓ **It is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. Simply typing, "Ditto" or "I agree" does not constitute a follow-up response. Incomplete and/or poor quality responses will receive 0pts.**

There is a rubric provided in Blackboard so you know exactly what is expected of you during Group Forums

CLASS FORUMS | Fulfills LO 6

- A few times during the semester, you'll have opportunity to interact beyond your group and with the entire class
- To begin the semester, you will post an Introduction about yourself (response post to another student not required, but welcomed)
- There will be two other class forums, allowing you to search the literature for a research article related to content from that unit
 - ✓ Post a complete **paragraph (4-6 sentences)** summary by **Thursday 11:59pm**
 - Summary highlights: purpose of study, methods, results, & discussion of research article
 - ✓ Provide correct APA citation of the article
 - ✓ Provide a working link to the article or upload the article to your post as a PDF file
 - ✓ **Respond** to one (1) student's article in a complete paragraph (4-6 sentences) by **Sunday 11:59pm**
 - **Interpret** how said article choice corresponds with content from the course
 - **Identify** the specific content/section/chapter the article corresponds with (reference pg. numbers)

Tips for finding appropriate research articles

- Seek an older adult study, 50+ population is a good sample to study (or a life span study is good)
- Topic of the article must be related to the corresponding unit
- A research article is typically easy to spot. Look for the following sections:
 - ✓ Abstract
 - ✓ Introduction
 - ✓ Methods

The following are ***not*** acceptable sources:

- Trade press such Good Housekeeping, Time, Newspapers
- Technical reports
- Non-refereed articles found on the World Wide Web.
- Non-refereed or lightly-refereed conference articles.

- ✓ Results
- ✓ Discussion
- ✓ Conclusion
- ✓ References

Please see the following list for appropriate journals, <http://crab.rutgers.edu/~deppen/journals.htm>. These journals may not be accessible to you – but are provided to give you an idea of the *type* of acceptable journals. Your best source would be the library electronic databases. (<http://library.wichita.edu/colldev/electrondatabase.htm> or <http://www.ncbi.nlm.nih.gov/pubmed/>).

If in doubt, check with your instructor to determine the appropriateness of the article source.

A PDF explaining how to search the journal database can be found in Blackboard. An example of an appropriate research article can also be found in Blackboard.

There is a rubric provided in Blackboard so you know exactly what is expected of you during Class Forums

PARTICIPATION IN REVIEW

The week will run from Monday morning to Sunday night at 11:59pm

Don't post everything in one sitting, allow for more opportunities for response throughout the week.

Original Post due before **Thursday by 11:59pm**

Response Post to another student is due before **Sunday by 11:59pm**

JOURNALS | Fulfills LOs 2, 4, & 5

- You will have five (5) opportunities to reflect on specific content from the course
- Journals must be written in two (2) full paragraphs, 4-6 sentences each
- You will be asked to report on two components:
 - ✓ Content Question
 - ✓ Reflection Points (2)
- The Reflection Points will be posed to you with each journal, they will include any two of the following that you will be expected to expand upon:
 - ✓ Your perceptions of the content
 - ✓ Experiences, ideas and observations you have had, and how they relate to the topic
 - ✓ What you found confusing, inspiring, difficult, interesting and why
 - ✓ How you solved a problem, reached a conclusion
 - ✓ Found an answer, reached a point of understanding
 - ✓ Possibilities, speculations, hypotheses or solutions
 - ✓ Alternative interpretations or different perspectives on what you have read or done in the course
 - ✓ Comparisons and connections between what you are learning and your prior knowledge and experience; your prior assumptions and preconceptions; what you know from other courses or disciplines
 - ✓ How new ideas challenge what you already know
 - ✓ What you need to explore next in terms of thoughts, learning, and actions
- Journals are meant to be a somewhat informal written assignment, giving you the opportunity to reflect and apply what you are learning throughout the course

There is a rubric provided in Blackboard so you know exactly what is expected of you during journals

REFLECTION PAPER | Fulfills LO 5

Hope Springs comprises a number of relevant topics covered in this course. The purpose of your reflection paper is **not to review the film or the acting**, but to:

- ✓ **Identify** at least two (2) issues that resonated for you
- ✓ **Discuss** why those issues stood out to you
- ✓ **Reflect** on how those issues raised in the movie relate to the content studied in the course. Must provide pg. numbers or lecture slide numbers for specific references.

Other requirements:

- ✓ Minimum of two (2) pages
- ✓ Double spaced, 1" margins, 12pt font
- ✓ You will need to rent or download *Hope Springs*

There is a rubric provided in Blackboard so you know exactly what is expected of you in this reflection paper

GRADUATE STUDENT CRITICAL THINKING ASSIGNMENTS | Fulfills LOs 7 & 8

For graduate students ONLY, to analyze a topic from the course, offering discussion through appropriate, graduate level writing

- Graduate students will have two (2) critical thinking assignments to complete
- The student will analyze a topic relevant to content from the assigned units and assembles research from current literature to further evaluate the topic chosen
- Must be written in a Word document, 3 pages minimum, double-spaced, demonstrating understanding of the topic through appropriate use of sources
- Citation in APA of at least three (3) outside sources is required

There is a rubric provided in Blackboard so you know exactly what is expected of you

LATE ASSIGNMENT POLICY

Any of the above participation & assignments submitted late will be deducted points as indicated on the rubric. Late exams will receive a one letter grade deduction. If one full week has passed beyond the due date for any of the above, a zero will be assigned.

I understand life happens, but moral of the story, complete your work on time.

QUIZZES AND EXAMS | Fulfills LOs 1, 3, & 4

QUIZZES | You have two course quizzes and five book quizzes to complete

- One (1) course quiz due during Week 1 is the Syllabus Quiz, worth 10pts
 - ✓ To show your understanding of all content required for successful completion of this course
 - ✓ You will have two attempts at this quiz
- One (1) course quiz due during Week 2 is the Citation Quiz, worth 10pts
 - ✓ To show your understanding of how to properly cite your sources in APA citation
 - ✓ You will have two attempts at this quiz

EXAMS | There will be three (3) exams to complete throughout the course

- Exams will be available to take at any time during the exam week
 - ✓ Exams must be completed **Sunday by 11:59pm** of the exam week (the third exam during finals weeks is due Friday)
 - ✓ Failure to complete the exam by the end of the schedule test week results in a one letter grade deduction
- If you should experience a transmission error during the exam due to Internet problems, you should immediately email the instructor at jacie.green@wichita.edu. The instructor will reset the test function and you will be expected to resubmit the exam within 24 hours of the instructor contacting you
- You have **60 minutes** to complete the exam which includes multiple choice, T/F, and matching questions
 - ✓ Questions are drawn from a random pool and presented in randomized order
- **Be sure to login to Blackboard** from, www.blackboard.wichita.edu directly. If you login from your MyWSU portal, it may time out before you complete the exam
- While you may stay online with a test function for longer than the allotted time (60 minutes) points will be deducted if you go significantly beyond the time limits (5% deduction for 5-10 minutes over; 10% deduction for beyond 10 minutes)
 - ✓ If you need extended time, I must receive notice from disability services

Prior study and preparation for exams is critical. You are expected NOT to use the lectures or notes during exams. The timeframe for both portions of the exam does not allow you to look up every point as you proceed through the exam. In fact, research indicates that student's perform better on PROCTORED online exams. This means they go to a class room and are observed by their professor during the exam. The explanation, student's actually study and prepare for proctored exams. Student's may also rely on their text, notes, and outlines for un-proctored exams. However, since they have not actually learned the material, and are not prepared for the exam – they rush through the exam while trying to look up answers – and there just isn't enough time! So, do yourself a favor – actually prepare for the exam, you will perform much better.

When taking the online exam, you SHOULD NOT print or make a copy of the exam. The test function contains a code that will cause your computer system to crash if you attempt to copy. The test function also contains a "stay alive" command that will keep your Internet connection active during the test experience.

IMPORTANT ACADEMIC DATES

For the spring semester, view the [current academic year calendar](#) for all dates and deadlines.

Spring 2017 classes begin xxxx and end May xxxxxx. **The last date to drop a class and receive a W (withdrawn) instead of F (failed) is xxxx.** Spring break occurs March xxxxx. The final exam week begins xxxxx.

DISABILITIES

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316) 854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

COUNSELING & TESTING

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

DIVERSITY & INCLUSIVE

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

INTELLECTUAL PROPERTY

Wichita State University students are subject to [Board of Regents and University policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

SHOCKER ALERT SYSTEM

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. [Sign up for alerts!](#)

ACADEMIC HONESTY

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying the outlines, another student's paper, creative work, article, or computer work, and submitting it as one's own original. *Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable.* With respect to article reviews and the final synthesis, if you use direct wording from another source, you should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: all assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting you see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

- Cheating on exams – As noted in an earlier section of the syllabus, the online exams for this class assume that students WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)
- The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

COURSE SCHEDULE

Week	Chapters	Content & Assignments		Points	Due
		Unit 1: Introduction Knowledge Attitudes			
1	Intro	Introduction to Sexuality and Aging			
		Intro Lecture	Introduction to Course		
		Required Read	Why Use Reflective Journaling?		
		Required Read	APA References Basics		
		Course Quiz #1	Syllabus Quiz	10pts	Sun 11:59pm
		Assignment	Week 1 Class Blog – Introduce Yourself	10pts	Sun 11:59pm
2	Ch. 1	An Introduction Including Media, Boomer, and Cross-cultural Perspectives			
		Required Read	Chapter 1		
		Ch. 1 Lecture	Media, Boomers, and Culture	10pts	Sun 11:59pm
		Course Quiz #2	APA Citation Quiz	10pts	Sun 11:59pm
		Assignment	Week 2 Group Forum – Ageism	10pts	Thurs/Sun
3	Ch. 2	Knowledge of Sexuality and Aging			
		Complete first	ASKAS Knowledge T/F Quiz		
		Required Read	Chapter 2		
		Required Read	White, 1982 "The Aging Sexual Knowledge & Attitudes Scale"		
		Ch. 2 Lecture	Knowledge Matters	10pts	Sun 11:59pm
		Assignment	Journal #1 – Knowledge Reflection	20pts	Sun 11:59pm
4	Ch. 3	Attitudes Towards Sexuality and Aging			
		Complete first	Implicit Association Test (IAT) www.implicit.harvard.edu		
		Required Read	Chapter 3		
		Ch. 3 Lecture	Attitudes Matter	10pts	Sun 11:59pm
		Assignment	Journal #2 – Attitude Scale	20pts	Sun 11:59pm
5	Articles	Literature Search			
		Required Read	Finding Appropriate Research Articles		
		Assignment	Week 5 Class Forum – Article Summary/Citation	20pts	Thurs/Sun
		DUE Extra Credit Exam 1		(5pts)	Sun 11:59pm
6	Exam 1	Complete Unit 1 Exam			
		Test: Exam 1 covers all reading materials from Unit 1 Ch. 1-3 MC, T/F, Matching Drawn from random pool of questions		50pts	Sun 11:59pm
		Unit 2: Long-Term Care Chronic Illness/Disease HIV/AIDS & Other STDs			
7	Ch. 4	Sexuality in Long-Term Care			
		Required Read	Chapter 4		
		Required Read	Sexual Expression in LTC (PDF handout)		
		Ch. 4 Lecture	The LTC Environment	10pts	Sun 11:59pm
		Assignment	Week 7 Group Forum – LTC Group Case Study	10pts	Thurs/Sun
8	Ch. 5	Coping with Chronic Illness and Disability			
		Required Read	Chapter 5		
		Required Read	Article, " Let's Talk About Sex "		
		Ch. 5 Lecture	Overcoming Illness and Disability	10pts	Sun 11:59pm
		Assignment	Week 8 Group Forum – Community Services/Support	10pts	Thurs/Sun
		DUE Graduate Student Critical Thinking Assignment #1		50pts	Sun 11:59pm
- SPRING BREAK -		- SPRING BREAK -			

9	Ch. 6	HIV/AIDS and Other STDs among Adults over 50		
		Required Read	Chapter 6	
		Ch. 6 Lecture	HIV/AIDS and STD Considerations	10pts Sun 11:59pm
		Assignment	Journal #3 – Sex Education for 50+ Adults	20pts Sun 11:59pm
10	Articles	Literature Search		
		Review Read	Finding Appropriate Research Articles (if review is needed)	
		Assignment	Week 10 Class Forum – Article Summary/Citation	20pts Thurs/Sun
		DUE Extra Credit Exam 2		(5pts) Sun 11:59pm
11	Exam 2	Complete Unit 2 Exam		
		Test: Exam 2 covers all reading materials from Unit 2 Ch. 4-6 MC, T/F, Matching Drawn from random pool of questions		50pts Sun 11:59pm
		Unit 3: Women's & Men's Issues LGBT Populations Emergent Issues		
12	Ch. 7	Women's Issues in Sexuality and Aging		
		Required Read	Chapter 7	
		Required Read	"Some 70-Something Women Having 'Best Sex Ever'"	
		Ch. 7 Lecture	Women's Issues	10pts Sun 11:59pm
		Assignment	Journal #4 – Reaction to Article	20pts Sun 11:59pm
13	Ch. 8	Men's Issues in Sexuality and Aging		
		Required Read	Chapter 8	
		Ch. 8 Lecture	Men's Issues	10pts Sun 11:59pm
		Assignment	Week 13 Group Forum – Present on Male or Female Issue	10pts Thurs/Sun
		Video Watch	<i>Hope Springs</i>	
14	Ch. 9	Sexuality and Aging with LGBT Populations		
		Required Read	Chapter 9	
		Ch. 9 Lecture	LGBT Populations	10pts Sun 11:59pm
		Assignment	Journal #5 – Forward Thinking	20pts Sun 11:59pm
		DUE Hope Springs Reflection		30pts Sun 11:59pm
15	Ch. 10	Emergent Issues in Sexuality and Aging		
		Required Read	Chapter 10	
		Ch. 10 Lecture	Now Trending	10pts Sun 11:59pm
		Assignment	Week 15 Group Forum – Trending Topics & Wrap-up!	10pts Thurs/Sun
		DUE Graduate Student Critical Thinking Assignment #2		50pts Sun 11:59pm
		DUE Extra Credit Exam 3		(5pts) Sun 11:59pm
16	Exam 3	Complete Unit 3 Exam		
		Test: Exam 3 covers all reading materials from Unit 3 Ch. 7-10 MC, T/F, Matching Drawn from random pool of questions		50pts Thurs 11:59pm



WICHITA STATE
UNIVERSITY

AGE 529, Caregiving and Aging, Fall Semester 2016

Instructor:	Michael Steinberg, MS
Department:	Department of Public Health Sciences
Office Location:	Asynchronous Internet/Blackboard Course
Telephone:	(316) (612-7541)
Email:	michael.steinberg@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	N/A
Classroom; Days/Time:	N/A

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty

Academic Honesty:

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1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying the outlines, another student's paper, creative work, article, or computer work, and submitting it as one's own original. Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable. With respect to article reviews and the final synthesis, if you use direct wording from another source, you should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: all assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "draft assignments" letting you see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated in less than 10 minutes upon submission.

2. Cheating on exams – As noted in an earlier section of the syllabus, the online exams for this class assume that students WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)
3. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

Course Description

This course explores caregivers gender roles, cost of caregiving, managing stress, respite care, finding resources, financial and legal matters, emerging caregiving trends, and long distance caregiving. Caregiving is often stressful to the caregiver. Attention is given to caring for the caregiver, informal versus formal caregiving, the importance of various services for the health of the caregivers themselves, working with professional caregivers, and emerging trends in caregiving.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

Upon successful completion of this course, *undergraduate* students will be able to:

- LO #1 Examine the role of the family in providing care for an elderly adult.
- LO #2 Explore the challenges facing familial caregivers.
- LO #3 Understand demographic changes related to aging and their impact on society
- LO #4 Apply knowledge gained in professional and personal situations.
- LO #5 Apply principles of evidence-based practice to determine caregiving approaches

Upon successful completion of this course, *graduate* students will be able to:

- LO #1 Evaluate the role of the family in providing care for an elderly adult.
- LO #2 Analyze the challenges facing familial caregivers.
- LO #3 Understand demographic changes related to aging and their impact on society
- LO #4 Demonstrate knowledge gained in professional and personal situations.
- LO #5 Apply principles of evidence-based practice to determine caregiving approaches

Required Texts/Readings

Aging Families and Caregiving, by Sara H. Qualls & Steven H. Zarit, First Edition, John Wiley & Sons, Inc., 2009

Other Equipment/Materials (Suggested)

Internet and Blackboard access

Class Protocol

Each week begins Sunday at 12:30 am and ends at 11:59 p.m. on the following Sunday. At the start of each week, you will find several questions posted in the Discussion Board. The questions relate to content covered in the assigned chapter. You must generate an “original” posting to TWO questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; TWO follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week.

In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. Simply typing, “Ditto” or “I agree” does not constitute a follow-up response. Incomplete and/or poor quality responses will be graded accordingly.

The following is a general rubric for points earned for discussion board responses. Specific feedback will be provided during the first few weeks to help shape your answers.

Points	Requirement
1	One follow-up posting in response to a classmates posting. One point will be earned if the response is not well thought out, not grammatically correct, and/or not supported by information in the text, a peer-reviewed article, or a reliable website. Responses earning one point are generally opinion and not supported by fact. Sentence length tends to be 1 to 3 short sentences.
2	One original posting in response to an instructor question. Two points will be earned if the response is not well thought out, grammatically correct, or supported by information in the text or a reliable website. Sentence length tends to be 1 to 3 short sentences.
2	One follow-up posting in response to a classmates posting. Two points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your response to a classmate’s posting. This is not solely an opinion or a general discussion. If you present your opinion it must be support by factual information – from the text, an academic research article or a reliable website. Please provide the source of your support (text, article, or website URL). Sentences tend to be 4-6 lengthy sentences.
3	One original posting in response to an instructor question. Three points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your answer. This is not solely an opinion or a general discussion. If you present your opinion it must be support for factual information – from the text, an academic research article or a reliable website. Please provide the source of your support (text, article, or website URL). Sentences tend to be 7-10 lengthy sentences.

Any combination of the above rubric points can be totaled to obtain your Discussion Board (DB) points. Typical point increments include...

Points	Requirements
4	Two appropriate follow-up postings
5	One original and one follow-up appropriate posting
6	Two appropriate original postings or some failure to follow the above requirements.
7	Some failure to follow the above requirements.
8	Two original and one follow-up posting. Or failure to follow the above requirements.
9	Two original and two follow-up postings. One or more of the postings are too short, failure to support or use citations.
9.5	Two original and two follow-up postings. One or more of the postings are too short.
10	Two original and two follow-up appropriate postings. Postings meet all requirements for full credit. Appropriate response, citation (text, article, or website), and adequate in length. These are well-thought out responses. Original responses tend to be a good full paragraph in the length.

PARTICIPATION IN REVIEW:

The week will run from Monday morning to Sunday night at 11:59pm.

Original Posting to discussion board questions are due **Wednesday** by 11:59pm.

Follow-up Postings to discussion board questions are due **Sunday** by 11:59pm.

Full participation as defined above (posting two “original” responses and two “follow-up” responses per session) results in 10 points per discussion board, up to a maximum of 100 points in this grade category. Failure to fully participate in discussion boards will result in point deductions. Because there are 14 weeks during which Discussion Boards are available (weeks 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, and 16), you only need to participate in 10 of the 14 Discussion Boards to receive full credit. You will not earn additional or extra credit by completing all discussion boards – but participating will certainly add to your knowledge.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally choose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar, but do look at your responses before you submit them to make sure they are as “clean” as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor online discussions every Monday and Thursday. It is tempting to believe that the instructor “lives” online and is available at all times, but this is not the case.

Exams:

As noted in the syllabus section on Grading System and Requirements, this course includes three exams. You may take the exam at anytime during the exam week, but must complete the exam by Sunday night of the exam week. Failure to complete the exam by the end of the scheduled test week results in a 10-point (one letter grade) deduction. If you should experience a transmission error during the exam due to Internet problems, you should immediately email me at Michael.steinberg@wichita.edu. I will reset the

test function within 12 hours, and you will be expected to resubmit the exam within 24 hours.

A written study guide emphasizing issues covered on the exam will also be available. You can earn 5 points **EXTRA CREDIT** for completed study guides. To receive extra credit, define the terms and concepts found in the study guide. Study guides should be approximately 10 pages in length – they should be your own work – not copy and pasted from outlines provided by your professor. **Information from outlines copied and pasted into study guides is considered plagiarism.** Prepare one study guide document and submit the document via the Extra Credit link under the EXAMS tab prior to taking the exam.

Testing will involve a 100 pt, 50 True/False questions from a random pool of 80 to 100 questions. You will have a total of 90 minutes to take the exam. **While you may stay online with a test function for longer than the allotted time (90 minutes), points may be deducted if you go significantly beyond the time limits.**

Prior study and preparation for exams is critical. You are expected **NOT** to use your textbook, outlines, or notes during exams. The timeframe for the exam does not allow you to look up every point as you proceed through the exam. In fact, research indicates that student's perform better on PROCTORED online exams. This means they go to a class room and are observed by their professor during the exam. The explanation, student's actually study and prepare for proctored exams. Student's may also rely on their text, notes, and outlines for un-proctored exams. However, since they have not actually learned the material, and are not prepared for the exam – they rush through the exam while trying to look up answers – and there just isn't enough time! So, do yourself a favor – actually prepare for the exam, study, complete the study guide each week, you will perform much better.

When taking the online exam, you SHOULD NOT print or make a copy of the exam. The test function contains a code that will cause your computer system to crash if you attempt to copy. The test function also contains a “stay alive” command that will keep your Internet connection active during the test experience.

Article Review and Final Synthesis:

The purpose of the article reviews is:

1. To allow you the opportunity to select ONE aspect about **CAREGIVING AND AGING** for more detailed study.
2. To give you experience in reading critically, and in writing a critical article review.
3. To allow you the opportunity to practice and polish written communication skills.

Consider the article review assignments as if you were preparing to write a term paper. In this scenario you would choose a topic and narrow the topic to meet the requirements of the course. In this course you need to focus on **CAREGIVING AND AGING**. You can choose any topic from the book, but be sure you expand what is covered in the book. Once you have your topic you will need to retrieve research articles. A research article tends to have the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures. This is where this assignment comes into play. Pick 4 professional research articles in the same area as if you were going to write a term paper. You complete **ONE** article during weeks 3, 5, 10, 13 for a total of 4 articles (**due Sunday night at midnight of the corresponding week**). Review the article instructions as described below. Be sure that you summarize the article and do not just copy the article. You will need to synthesize the information into ~ **2-3 double spaced pages**.

The steps for the article review:

Choose a topic about **CAREGIVING AND AGING** – all 4 articles should address the same topic. **ONE** article

is due during weeks 3, 5, 10, and 13 for a total of 4 articles. **INDICATE YOUR TOPIC ON THE FIRST REVIEW.** A research article typically has the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures.

A team of WSU librarians has created an information literacy tutorial that may help students understand the research process. The six modules are "Starting your Research," "Choosing your Topic," "Using the Catalog," "Finding Articles," "Using the Web," and "Citing Sources." [Modules](#).

Please see the following list for appropriate journals, <http://crab.rutgers.edu/~deppen/journals.htm>. These journals may not be accessible to you – but are provided to give you an idea of the **type** of acceptable journals. Your best source would be the library electronic databases. (<http://library.wichita.edu/colldev/electrondatabase.htm> or <http://www.ncbi.nlm.nih.gov/pubmed/>). If in doubt, check with the instructor to determine the appropriateness of the article source.

The following are ***not*** acceptable sources:

- trade press such Good Housekeeping, Time, Newspapers
- technical reports
- non-refereed articles found on the World Wide Web.
- non-refereed or lightly-refereed conference articles.

Article Review format: **please use sub-headings in your review (Introduction, Methods, Results, Discussion, and Conclusion).**

INTRODUCTION

- Provide a full **APA** citation of the article.
- Identify the purpose of the article.
- Provide an introductory paragraph discussing relevant background to set-up the purpose.
- Identify the main points you will be discussing in the body (analysis) of the review.

METHODS

- Describe the design of the study, how many subjects were involved, what they did, variables measured.

RESULTS

- Describe what was learned from the study. Be sure to address each variable discussed in the methods.
- Write an analytical summary of the main findings, arguments, or conclusions of the article / study.

DISCUSSION

- Discuss the strengths and usefulness of the article / study, the weaknesses, limitations, or problems of the article / study.
- Support your analysis with quotations and/or specific examples throughout.

CONCLUSION

- Summarize the previous discussion.
- Make a final judgment on the value of the article.
- State what you learned from the article and if you recommend it to other students.
- Comment on the future or implications of the research.

Please see <http://owl.english.purdue.edu/owl/resource/560/06/> for proper APA citation formatting.

Final Synthesis: due Thursday, May 5th at Midnight (Week #16)

The purpose of the final article synthesis is to summarize your 4 research articles. Use this section to

meld all the information reported in the sections and discuss how these work into answering your overall research question. This should be 4-6 page document.

Grading Scale

Three, 100 point exams (see details that follow)	=	300 points
Four, 20 point article reviews (see details that follow)	=	80 points
One, 20 point final synthesis of articles	=	20 points
Online participation (see details that follow)	=	<u>100 points</u>
Total	=	500 points

463 to 500 points	=	A
462 to 448 points	=	A-
447 to 433 points	=	B+
432 to 413 points	=	B
412 to 398 points	=	B-
397 to 383 points	=	C+
382 to 363 points	=	C
362-348 points	=	C-
347 to 333 points	=	D+
332 to 313 points	=	D
312 to 298 points	=	D-
297 or less	=	F

Undergraduate Assignments

<i>W</i>	<i>Date</i>	<i>Reading</i>	<i>Topic</i>
<i>Introduction, Review Syllabus, Course Design</i>			
1		<i>Chapter #1</i>	<i>Who Are the Aging Families?</i>
2		<i>Chapter #2</i>	<i>Functions Families Serve in Old Age</i> APA Practice
3		<i>Chapter #3</i>	<i>The Culture Context of Clinical Work...</i> Article Review #1
4		<i>Chapter #4</i>	<i>All in the Family...</i>
5		<i>Chapter #5</i>	<i>Impact of Dementia Caregiving...</i> Article Review #2

6	Exam #1	Chapters 1, 2, 3, 4, and 5. Complete by Sunday night	
7	<i>Chapter #6 Chapter #7</i>	<i>Assessment and Intervention... Treatment...</i>	<i>Empirically Supported</i>
8	<i>Chapter #8</i>	<i>Caregiver Family Therapy for Conflicted Families</i>	
9		BREAK	
10	<i>Chapter #9</i>	<i>Integrating Families into Long-Term-Care...</i>	Article Review #3
11	Exam #2	Chapters 6, 7, 8, and 9. Complete by Sunday night Apr 3rd.	
12	<i>Chapter #10</i>	<i>Family Caregiving and U.S. Federal Policy</i>	
13	<i>Chapter #11</i>	<i>Family Care Planning Services</i>	
	<i>Chapter #12</i>	<i>Caregiver Services: Resources, Trends...</i>	Article Review #4
14		EXTRA CREDIT ASSIGNMENT	
15	<i>Chapter #13 Chapter #14 Epilogue</i>	<i>A Platform for Intervention and Research... Personal Health Records for Older Adults... Future Directions in Family Caregiving</i>	
16	Exam #3	Chapters 10, 11, 12, 13, and 14. Complete by THURSDAY night	Article Synthesis

Graduate Assignments

<i>W</i>	<i>Date</i>	<i>Reading</i>	<i>Topic</i>
<i>Introduction, Review Syllabus, Course Design</i>			
1		<i>Chapter #1</i>	<i>Who Are the Aging Families?</i>
2		<i>Chapter #2</i>	<i>Functions Families Serve in Old Age</i> APA Practice
3		<i>Chapter #3</i>	<i>The Culture Context of Clinical Work...</i> Article Review #1
4		<i>Chapter #4</i>	<i>All in the Family...</i>
5		<i>Chapter #5</i>	<i>Impact of Dementia Caregiving...</i> Article Review #2
6		Exam #1	<i>Chapters 1, 2, 3, 4, and 5. Complete by Sunday night</i>
7		<i>Chapter #6 Chapter #7</i>	<i>Assessment and Intervention... Treatment...</i> <i>Empirically Supported</i>
8		<i>Chapter #8</i>	<i>Caregiver Family Therapy for Conflicted Families Savages Reflection Paper</i>
9			<i>BREAK</i>
10		<i>Chapter #9</i>	<i>Integrating Families into Long-Term-Care...</i> Article Review #3
11		Exam #2	<i>Chapters 6, 7, 8, and 9. Complete by Sunday night Apr 3rd.</i>
12		<i>Chapter #10</i>	<i>Family Caregiving and U.S. Federal Policy</i>

13	<i>Chapter #11</i>	<i>Family Care Planning Services</i>	
	<i>Chapter #12</i>	<i>Caregiver Services: Resources, Trends...</i>	Article Review #4
14	<i>EXTRA CREDIT ASSIGNMENT</i>		
15	<i>Chapter #13</i> <i>Chapter #14</i> <i>Epilogue</i>	<i>A Platform for Intervention and Research...</i> <i>Personal Health Records for Older Adults...</i> <i>Future Directions in Family Caregiving</i>	<i>Book Review</i>
16	<i>Exam #3</i>	<i>Chapters 10, 11, 12, 13, and 14.</i> <i>Complete by THURSDAY night MAY 5th.</i>	<i>Article Synthesis</i>

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.



AGING NETWORK SEMINAR

AGE 560

3 Credit Hours

Wichita State University

Spring Semester 2016

Course Syllabus

INSTRUCTOR: Sarah Taylor, M.A.

CONTACTS: Office: Ahlberg Hall, Rm 135D
Email: sarah.taylor@wichita.edu (**E-mail is the best way to contact me**)
Office Phone: 316-978-5650
Office Hours: Thursday 1:30 to 3:30
Other days or times by appointment

CLASSROOM: 300 Ahlberg Hall

TIME: Tuesday 1:30 – 4:00pm

CONTACTING INSTRUCTOR:

- ✓ Please utilize your **WSU E-mail (I will only make contact through Blackboard which sends to your WSU Email)**
- ✓ I will respond within 24-48 hours during weekdays; anything sent over the weekend, I may not reply until Monday morning.
If you are working on an assignment due by Monday, please contact me **before** the weekend with any questions
- ✓ If you have not received a response from me after 48hrs, please resend your E-mail

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.
(Indicate if any changes will be made and how they will be communicated to the student.)

REQUIRED TEXT: Niles-Yokum, Kelly, and Wagner, Donna L. The Aging Networks: A guide to programs and services, 8th edition

COURSE WEBSITE: <http://blackboard@wichita.edu>

COURSE DESCRIPTION: An overview of federal, state and local programs concerned with planning, managing or direct delivery of services to the older population. Prerequisite: 9 hours of aging studies credit or instructor's consent.

DEFINITION AND ASSIGNMENT OF CREDIT HOURS:

Success in this 3 hour credit course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

LEARNING OUTCOMES:

- LO #1 Identify and describe programs and services in the aging network (local, state, and federal)
- LO #2 Describe the purpose, eligibility guidelines and nature of specific aging network programs and services
- LO #3 Apply knowledge gained in professional and personal situations.
- LO #4 Critically evaluate the value of programs and services in the aging network.

GRADING SYSTEM AND REQUIREMENTS:

Participation (details follow) = 150 points

Reflective Essays (details follow) = 150 points

Total Semester Points = **300 points**

300 to 278 points	=	A	229 to 218 points	=	C
277 to 269 points	=	A-	217 to 209 points	=	C-
268 to 260 points	=	B+	208 to 200 points	=	D+
259 to 248 points	=	B	199 to 188 points	=	D
247 to 239 points	=	B-	187 to 179 points	=	D-
238 to 230 points	=	C+	178 or less	=	F

GRADUATE STUDENT ADDITIONAL REQUIREMENT

2 Essay Projects (details follow)	=	<u>50 points</u>
Total Semester Points	=	350 points

350 to 324 points	=	A	267 to 254 points	=	C
323 to 314 points	=	A-	253 to 244 points	=	C-
313 to 303 points	=	B+	243 to 233 points	=	D+
302 to 289 points	=	B	232 to 219 points	=	D
288 to 279 points	=	B-	218 to 209 points	=	D-
278 to 268 points	=	C+	208 or less	=	F

Outside class, volunteer extra credit is limited to 20 points total for class. You can apply 20 points volunteer extra credit from experiences outside of course class work. As extra credits opportunities arise, they'll be posted on blackboard and announced in class.

COURSE STRUCTURE: Class will provide a mixture of lecture, guest lectures, site visits, group discussion and occasional videos. Using the textbook as a content base, each week class will address unique themes in the Aging Network.

PARTICIPATION: Since class will involve many speakers and site visits, class attendance and participation is required. You will receive 10 points for each session in which you participate. You are responsible for learning material missed during any absences. Referring to the class schedule and consulting other students can determine the material missed. *You will be granted 1 excused attendance day if needed.*

ASSIGNMENTS: Rubric can be viewed within the assignment link

All assignments should be submitted under the “Reflective Essays” tab on Blackboard.

*I will not accept assignments sent by email

REFLECTIVE ESSAYS: LO #1, LO #2, LO #3

Prepare a minimum of 1 page essay about the weekly speakers or site visits (i.e., what did you learn from the experience and why is it important?). **Begin each essay with background information on the topic.** The background information should be at least one paragraph (4-6 sentences). Use your textbook or reliable website to provide background information for each topic of the week. Some weeks we may cover one topic/chapter, while other weeks we may cover more. You must write about at least 1 speaker, but are welcome to write about more or all of them if you choose.

You must cite any/all sources used at the end of your essay in a references page.

Failure to provide citations to any sources used will result in reduced points due to plagiarism

Essays are DUE prior to class time the following Monday of each week.

The essay should be:

- ✓ Minimum of 1 page
- ✓ Double spaced, 1" margins, 12 point font (Times New Roman or Arial, something easily readable)
- ✓ Name in the top left corner, one single space between your name and the title (what presentation/speaker/tour is the paper about)
- ✓ One background paragraph on the topic to start the essay

Your **Week 1 Reflection** essay is just 1 page about yourself. Follow the essay guidelines above and answer the following:

- ✓ Your major, what courses you have found most interesting
- ✓ Your career goals
- ✓ Are you interested or why are you're interested in aging?
- ✓ Why you are taking this course?

GRADUATE STUDENT REQUIREMENTS: LO #4

Complete two (2) of the following 25 point learning experiences. **Please write a brief introduction to the topic using at least 2 peer-reviewed sources. The assignment is due during Week #8 and #14 class.**

1. Research a particular topic discussed in class – either from the book or from one of the guest speakers. Write a 3 to 5 page paper and present your findings to the class.
2. Participate in at least 3 hours of community service with an age-related event or organization. Write a 3 to 5 page paper and present your experience with the class.

3. Attend a public lecture or conference that pertains to a theme addressed in this class. Write a 3 to 5 page paper and present your findings with the class.
4. Conduct an interview with a professional in the field of aging. This assignment is to give you firsthand knowledge about careers in aging. The structure of the interview should include:
 - Information about the professional's education and training.
 - Years of experience on the job.
 - Memorable or difficult cases and the solutions used to work with that person.
 - Day-to-day responsibilities.
 - Pay range.
 - Job satisfaction.
 - Information about how and why the professional chose this career path.
5. If you have an idea for a project, please consult with the instructor beforehand to ensure that it fits the parameters of the assignment.

LATE ASSIGNMENT POLICY:

Each student will be granted **ONE** forgiven late assignment without loss of points. Any additional late assignments will be given half credit. If one full week has passed beyond the due date, a zero will be assigned.

I understand life happens, but moral of the story, turn in your assignments on time

INCOMPLETES: An incomplete **MAY** only be granted to students who have completed at least 75% of the workload and have approached me at some point during the semester with reasoning for not being able to complete the remaining 25% of the course (e.g. family emergency, serious illness). At which point, an Incomplete will be given as a grade and the student will have a set amount of time to finish the course. Incompletes will not be granted to students who have completed less than 75% of the course or students who have not been in regular communication with me regarding their inability to finish the course.

ACADEMIC HONESTY:

In accordance with the Wichita State University Student Catalogue, items detailed in the following points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying another student's paper, creative work, article, or computer work, and submitting it as one's own original. Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable. With respect to term papers, if students use direct wording from another source, they should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: your assignment will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting students see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.
3. Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.
If academic dishonesty is suspected Instructor will speak with the student(s) involved.

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Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

AGE 560 Aging Network Seminar

Course Schedule

Spring

Instructor: Sarah Taylor, MA **Email:** saray.taylor@wichita.edu **Classroom:** 200 Ahlberg Hall

W	Date	Reading	Topic
1		Chp #1	The Demographics of Aging Today Introduction, Review Syllabus, Course Design
2		Chp #3	Community Based Services: Information & Referral 1:30 Celia Easley - CPAAA & SHICK Education & Outreach
		Chp #2	Older Americans Act Legislation and the Evolution of a Network: Advocacy & Policy 2:30 Annette Graham - Executive Director SCDOA/CPAAA
3		Chp #4	Community Supports for Aging in Place: Programs 1:30 Lona Kelly: RSVP 2:15 Kathy Hannemann: Senior Companion Program 3:00 Richard Caldwell: Life Ventures
4		Chp #3	Community-Based Services: Wellness 1:30 Jennifer Lester: Arthritis Foundation
		Chp #4	Community Supports for Aging in Place: In-home Services 2:30 Vicki Hoelting: Home Technology Solutions 3:00 Greg Feldman & Zach Henson: Always There Senior Care
5		Chp #4	Community Supports for Aging in Place: Programs & Transport 1:30 Jennifer Mentzer: Catholic Charities 2:00 Tanya Merritt: Via Christi Senior Connection 2:30 Kandace Bonnessen: SCDOA, Transportation 3:00 Lyndon Drew: Foster Grandparents
6		Chp #5	Income Security in Old Age: Finances & Healthcare 1:30 David Gramkow: Ameriprise Financial 2:00 Teresa Hatfield: Medicare
		Chp #7	Workforce Issues of the Aging Networks
		Chp #3	Community-Based Services: Wellness, Mental Health & Alzheimer's 3:00 Linsey Norton: Alzheimer's Association
7		Chp #3	Community-Based Services: Wellness, Mental Health & Alzheimer's 1:30 Stacia Thompson: COMCARE 2:00 Vicki Heigle: Mid-KS Senior Outreach Program 3:15 Robert Miller: Comfort Care Homes
			Community Supports for Aging in Place: Caregiving
		Chp #4	3:00 Michael Steinberg: Home Instead Senior Care
8			Cultural and Ethnic Diversity
		Chp #9	Pamaline King-Burns: Sedgwick County Health Department

Grad Student Assignment Due by Monday, XXXX

AGE 560 Aging Network Seminar

Course Schedule

Spring 2016

Instructor: Sarah Taylor, MA **Email:** sarah.taylor@wichita.edu **Classroom:** 200 Ahlberg Hall

W	Date	Reading	Topic
9		Chp #6	Protecting the Rights and Well-Being of Older Adults 1:30 April Shine: SRS Adult Protection Services 2:15 Deputy Christy Fischer: Sedgwick Co Sheriff & TRIAD 3:00 Pamela Thompson: The Law Office of Pamela Thompson
10		Chp #3	Community-Based Services: Hospice & Grief 1:30 SPTE -- evaluations 1:45 Denise Faught: Amedisys Hospice 2:30 Mark Davis: 3:15 Janet Cook: Good Grief of Kansas
11		Chp #3 Chp #4	Community-Based Services Community Supports for Aging in Place 2:00 Michael Epp: Tour Envision Low Vision
12		Chp #9	Our Aging Future 2:00 Sharolyn Bland: Tour Georgetown Village
13		Chp #9	Our Aging Future 2:00 April Leason: The Regent Park
14		Chp #4	Community Supports for Aging in Place 2:00 Jennifer Campbell: Tour Via Christi HOPE - PACE
15			Grad Student Assignment Due by Monday, XXXX
			Community Supports for Aging in Place 2:00 Laurel Alkire: Tour Downtown Senior Center/Senior Services



AGE 622, Public Health and Aging (fully online), Spring, 2017

Instructor:	Amy K. Chesson, PhD
Department:	Public Health Sciences
Office Location:	106G. Ahlberg Hall
Telephone:	316-978-3072
Email:	Amy.chesson@wichita.edu
Preferred Method of Contact:	email
Office Hours:	(Tuesday – Thursday mornings)
Classroom; Days/Time:	Online
Teaching Assistant:	Ms. Rachel Sweet
TA Contact Info:	rmsweet@wichita.edu

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Changes to the syllabus will be posted in the course Announcements tab.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected the professor will contact the student(s) involved.

Course Description

Explores the study of aging and the range of health issues that older persons, their families, their providers and society will face in the next decade. Presents an overview on aging from different perspectives: demography, biology, epidemiology of disease, physical and mental health disorders, functional capacity and disability, social aspects of aging and ethical issues in the care of older individuals.

Definition of a Credit Hour

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, blogs, journals and participation assignments) for a total of 135 hours.

[Click here](#) for the policy and examples for different types of courses and credit hour offerings.

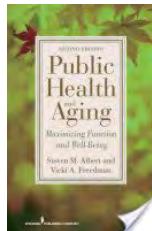
Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the major issues concerning health and well being in the aging population
2. Describe the public health and aging services networks and their roles
3. To understand the primary and secondary prevention of frailty, disease, injury, and disability in late life and to identify possible points of intervention;
4. Understand how public health can address health issues in an aging population.
5. Critically examine materials relevant to gerontological public health

Required Texts/Readings Textbook

Public Health and Aging...Maximizing Function and Well Being by Steven M. Albert and Vicki A. Freedman, 2nd Edition



Writing Empirical Research Reports – Eight Edition, by Fred Pyrczak and Randall Bruce, Pyrczak Publishing, 2014

Background Resources:

(Items in which students may want to consider investing, but are not required resources)

Publication Manual of the American Psychological Association – Fifth Edition, by American Psychological

Association, American Psychological Association Publishing, 2002.

Regular student membership in the Gerontological Society of America, for \$65.00 per year (includes online access to all journals published by the society). Membership form is available at
<https://www.geron.org>

Other Readings

Readings will be made available via Blackboard.

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change by the professor as the semester evolves.

Class Protocol

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. The link to the introduction is on the main Announcements page. Students are welcome at any time during the semester to meet with the instructor “in-person” during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes. Within the Blackboard program, you will find pertinent class materials organized by week. At the start of each week, look in the Course Documents section of Blackboard for an outline of the information assigned for the week. As noted in the preceding section on Grading System and Requirements, 100 points of your grade comes from Participation assignments.

Instructional Procedures

- As with other distance courses taught in the Department of Public Health Sciences at Wichita State University will be relying heavily upon the Blackboard (Bb) platform. As such, you should be planning to check the various sections of our course’s site (particularly the announcements, course materials, and blog sections) with great regularity.

- The bulk of our interaction as a class will take place as asynchronous threaded discussion on our various blog (DB) forums. From time to time I will create additional discussion forums to address specific topics, but for the most part there will be weekly forums created to discuss the reading for that particular week. Depending on the size of our class, I may split up the class into smaller groups for discussions of the reading.
- In the weekly discussion forums, I will be requiring you to post a thoughtful, thematic, critical, and synthetic response of at least two solid paragraphs to the readings assigned for that week and any deliverables mentioned in the weekly assignment. This response should be written to stake out your own reasoned position and to stimulate insightful and productive scholarly dialogue. Your response should be followed by at least two provocative and insightful questions. I have high expectations regarding your level of participation (see “class participation” section, below), and that level of participation should be amply reflected in your weekly posting behavior.
- Please, help me with the grading process by placing your name, the week, a page number and the title of the assignment in the “header” at the top of each page.

Grading Scale - UNDERGRADUATES

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points	Letter grade	Grade Points	Interpretation
376-400	A	4.00	<i>The A range denotes excellent performance.</i>
360-375	A-	3.70	
348-359	B+	3.30	
336-347	B	3.00	<i>The B range denotes good performance.</i>
320-335	B-	2.70	
308-319	C+	2.30	
296-307	C	2.00	<i>The C range denotes satisfactory performance.</i>
280-295	C-	1.70	
268-279	D+	1.30	
256-267	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
240-255	D-	0.70	
239-0	F	0.00	<i>F denotes failing performance.</i>

Grading Scale - GRADUATES

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points	Letter grade	Grade Points	Interpretation
463-500	A	4.00	<i>The A range denotes excellent performance.</i>
462-448	A-	3.70	

447-433	B+	3.30	
432-413	B	3.00	<i>The B range denotes good performance.</i>
412-398	B-	2.70	
397-383	C+	2.30	
382-363	C	2.00	<i>The C range denotes satisfactory performance.</i>
362-348	C-	1.70	
347-333	D+	1.30	
332-313	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
312-293	D-	0.70	
297-0	F	0.00	<i>F denotes failing performance.</i>

Assignments

(List of assignments, values toward final grades, dates due. If a course is at the **500 or 600 level**, there must be a differentiation between undergraduate and graduate assignments matched to the learning outcomes.)

UNDERGRADUATE ASSIGNMENT REQUIREMENTS

Two exams	200 points
Three Short Assignments	100 points
Participation online	100 points
TOTAL	400 points

GRADUATE ASSIGNMENT REQUIREMENTS

Two exams	200 points
Three Short Assignments	100 points
Two Article Reviews	50 points
One final synthesis of articles	50 points
Participation online	100 points
TOTAL	500 points

Online Participation (100 points):

Class this semester will be run as a seminar in the truest sense of the word. Naturally, the fact that this is a distance course requires us to modify how we will approach things logically, and these modifications pose both constraints and opportunities. Nonetheless, the responsibility for the success of the course rests with all of us and not just me. I expect that you will be fully engaged with the readings, completing them on schedule and being prepared to discuss them intelligently. I expect that you will contribute consistently, intelligently, productively, and charitably to class discussions. I expect that you will offer questions and comments about ideas expressed in the reading, about my ideas, and about the ideas expressed by others in the class. I expect that you will help to keep the relevance of the course clear by offering citations of articles and real-word examples from other sources. In short, the quality of the course should be significantly (even dramatically) higher because of your personal participation; “A”-level class participation grades will be given only for participation of this nature. Participation that improves the quality of the class experience somewhat (but not significantly or dramatically) will merit “B”-range grades. Participation that is consistent but that does not really improve the quality of the class experience will merit “C”-range grades. Inconsistent to non-existent participation (or participation that degrades the quality of the class experience) will merit “F”-range grades.

Each week begins Monday and ends at 11:59 p.m. on Sunday. Each week, you will complete either a journal or a blog assignment.

- 1) **Journal:** The purpose of the journal assignment is to provide students with the opportunity to reflect on information provided in the course materials (text book and published articles) regarding a weekly topic. The journal exercise is to provide evidence of the student's skills in critical thinking, written communication, and articulation of knowledge provided through the text book. Students will be graded on the quality of the writing, use of citations and ability to synthesize information from the course materials.

- 2) **Blog:** you will find several questions posted in the Blog. The questions relate to content covered in the assigned chapter. You must generate an “original” posting to ALL questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook and course materials. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; THREE follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week. In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. **Simply typing, “Ditto” or “I agree” does not constitute a follow-up response. Incomplete and/or poor quality responses will be graded accordingly.**

Quality of Contribution	4 points The student has clearly thought about the material and has raised interesting solutions and/or problems with inclusion of readings and at least one research study or scholarly article (from an educational source) for support;	2 point The student has written about the material, but has not offered information that was not already given in the text. Contributions and conclusions less reflective and developed; may not have addressed all elements; Minimally includes literature support; citation may be inaccurate.	0 points Poorly developed; may only state, “I agree”, “Yes”, “No” or something similar; The student has not reflected on the material, or the post made is irrelevant to the topic.
Organization and Flow	2 points First statement/sentence clearly indicates the topic discussed Logical sequence Descriptive Creates clarity	1 point First sentence partially indicates the topic discussed Mostly logical sequence Mostly descriptive Generally adds to cohesion	0 points Unable to discern the topic discussed Illogical sequence Lacks precision Detracts from central ideas
Word Choice; Grammar/Spelling	2 points The post made does not contain grammatical or spelling errors; uses complete sentences	1 point The post made contains very few grammatical and/or spelling errors.	0 points The post made contains several grammatical and/or spelling errors and is difficult to understand.
Timeliness	2 points The student made the required posts by the deadline set.	1 point The student made some of the required posts by the deadline set.	0 points The student did not post by the required deadline set.

The following is a GENERAL rubric for points earned for Blog and journal responses. Specific feedback will be provided during the first few weeks to help shape your answers.

PARTICIPATION IN REVIEW:

The week will run from Monday morning to Sunday night at 11:59pm.

Original Posting to Blog questions are due **Wednesday** by 11:59pm.

Follow-up Postings to Blog questions are due **Sunday** by 11:59pm.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally choose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar, but do look at your responses before you submit them to make sure they are as “clean” as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor online discussions every Monday and Thursday. It is tempting to believe that the instructor “lives” online and is available at all times, but this is not the case.

Exams (100 points each):

There will be a mid-term ([Week 8](#)) as well as a final exam ([Week 15](#)). Failure to complete the exam by the end of the scheduled online test week results in a 10-point (one letter grade) deduction. If a student should experience a transmission error during the exam due to Internet problems, the student should immediately email the instructor at amy.chesser@wichita.edu. The instructor will reset the test function within 12 hours, and the student will be expected to resubmit the exam within 24 hours.

Students will have 75 minutes to take the multiple choice, true/false questions, and short answer questions for the midterm and final exam. Because it is impossible to monitor student’s use of textbook or other materials during an online exam, the assumption is that you will have these resources available during the test. However, the timeframe for both portions of the exam does not allow you to look up every point as you proceed through the test. Therefore, prior study and preparation for the exam is critical. While you may stay online with a test function for longer than the allotted time, points may be deducted if you go significantly beyond the time limit).

Short Assignments (100 points total):

- 1) Description of “your” older adult....What do people mean by aging? To encourage you to think about your own perceptions, you will write a short paper (2-3 pages) in which you create a fictitious older person (age 70 or older), with details of his/her demographic, family and social, economic, and health and functional status characteristics as well as any other information about the person that seems relevant and interesting. (25 points: [Due Week 2](#))
- 2) Chronic Disease.....in your opinion, which chronic condition will have the most impact on our “aging” baby boomers? From a Public Health standpoint, write a short paper (2-3 pages) that describes why. Please include thoughts on demographics, family, social and financial impact, public health network function, and prevention program availability. (25 Points: [Due Week 5](#))
- 3) Infographic—choose a public health and aging topic. Find data or latest information about the topic by working with the library. The data (statistics) will need to be located through peer-reviewed published articles and reputable sources. Create an infographic that describes your public health and aging issue. (50 Points: [Due Week 11](#))

GRADUATE STUDENTS

Article Reviews (25 points each):

The purpose of article reviews is to increase student awareness of recent professional literature in the aging field, and to enhance student skills for understanding professional literature. You also gain experience with the WSU online library research functions. Article reviews are due **Week 4 and Week 11**.

During each week as assigned in the Announcements, you must find a professional article that pertains to the textbook theme for the week. You must post an article review in the Blog by **Wednesday** night. You should read the article postings by your classmates by the end of the week (11:59 p.m. Sunday) and post questions (if any) about the reviews. Failure to meet the mid-week posting may result in point deductions. **Please provide a working link to the article or attach the article as a .pdf file. It will be helpful for your professor and classmates to have access to the paper.**

A research article usually has the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures. Article reviews should provide the following information, in the format highlighted below. The basis for the following content areas comes from the required text, Writing Empirical Research Reports. Please refer to the text if you have questions about content areas. Reviews should be about **3 pages** in length, assuming typing in a single space format, using a 12 font, and 1 inch margins.

INTRODUCTION

- Provide a full **APA** citation of the article.
- Identify the purpose of the article.
- Identify the research hypotheses or research question/objective/purpose identified by the authors.
- Provide an introductory paragraph discussing relevant background to set-up the purpose.
- Briefly discuss the strengths and weaknesses of the **literature review** provided by the authors.
- Identify any assumptions highlighted by the authors.
- Identify the limitations and delimitations described by the authors.
- Identify the main points you will be discussing in the body (analysis) of the review.

METHODS

- Describe the design of the study, how many subjects were involved, what they did, variables measured. **This should be very detailed.**

RESULTS

- Describe what was learned from the study. Be sure to address each variable discussed in the methods. **This should be very detailed.**
- Write an analytical summary of the main findings, arguments, or conclusions of the article / study.

DISCUSSION

- Discuss the strengths and usefulness of the article / study, the weaknesses, limitations, or problems of the article / study.
- Support your analysis with quotations and/or specific examples throughout.

CONCLUSION

- Summarize the previous discussion.
- Make a final judgment on the value of the article.
- State what you learned from the article and if you recommend it to other students.
- Comment on the future or implications of the research.

An example review can be found in the Week #3 Course Documents area.

To make the Blackboard posting of article reviews easier to read check. Using file/edit/copy commands, copy your review from the word processing program, and paste the review into the Participation submission box.

Please do NOT *attach* the review to the Blog – please CUT and PASTE within the forum. Please also submit the article review to the Article Review link provided on the main class page in Bb.

Final Article Synthesis (50 points):

The purpose of the synthesis is to summarize your 3 research articles into one 4-6 page document. The paper requires a title page, abstract, an introduction, a review of critical literature, and discussion of key findings including recommendations for furthering knowledge on the research topic. References will be included in the total page count. APA format should be used for the paper. Due Week 13.

Late Assignments

Late assignments for this course will be accepted with appropriate documentation and will receive a point deduction. However, late final projects and/or examinations will not be accepted.

Missed Assignments and Exams

Students must contact the professor prior to missing assignment due dates or examinations. The professor will communicate necessary documentation requirements to the student. Late final projects and/or examinations will not be accepted.

Important Academic Dates

For Spring semester 2016, classes begin January 19th, 2016, and end May 13th, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on during the week of Spring Break, March 14-20, 2016. The final exam period is May 7-13, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [here](#)

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		Overview of Course, Review Syllabus, Course Design
2		Read: Chapter 2: Population Aging: Demographic and Epidemiologic Perspectives Readings – Perspectives on Health and Aging Assignment: Journal #1 – Current perspectives on Health and Aging Short Assignment 1
3		Read: Readings – Populations and Aging Assignment: Journal #2– Current perspectives on populations and aging
4		Read: Chapter 3: Aging and Public Health Systems Assignment: Blog #1: Aging and today's public health systems Article Review 1 (Graduate Students only)
5		Read: Chapter 4: Chronic Diseases in Older Adults Assignment: Blog #2– Aging and chronic disease of today. Short Assignment 2
6		Read: Chapter 5: Disability and Functioning Assignment: Journal #3– Personal examples of physical ability and aging
7		Read: Chapter 6: Cognitive Function: Dementia Assignment: Blog #3: Examples of cognitive function in aging
8		Complete Midterm Exam (Modules 1.1-6.1: Chapters 1, 2, 3, & 6)
9		Read: Chapter 7: Affective and Social Function: Suffering, Neglect, Isolation Assignment: Journal #4: A personal reflection of mental health and aging
10		Read: Chapter 8: Aging, Public Health and Application of the Quality-of-Life Paradigm

11		Read: Chapter 9: Aging, Public health, and Long Term Care Assignment: Journal #5: Long term care and aging people Short Assignment 3 Article Review 2 (Graduate Students only)
12		Read: Readings – Family Caregiving
13		Read: Readings – Mortality and End-of-Life Final Article Synthesis (Graduate Students)
14		Read: Chapter 10: Mortality and End-of-Life Care Assignment: Blog #5: Mortality and end of life
15		Complete Final Exam (Modules 3.1-4.3: Chapters 7, 8, 9, 10)

I. Online Course Design Outline

Week	Modules	Aligned Goals and Assignments	Due	
		Unit 1: Introduction to Public Health and Aging		
1	Mod. 1.1	Main Competency: Student is able to describe general definitions of public health and aging.		
	Objectives	<ol style="list-style-type: none"> 1. Define public health and aging. 2. Describe success vs. health aging. 3. Identify the domains of public health and aging. 		
		Read: Chapter 1: Introduction to Health and Aging		
		Course Activities: Overview of Course, Review Syllabus, Course Design	Sun 11:59pm	
		Assignment: Syllabus Agreement and Introduce Yourself	Sun 11:59pm	
		<i>Read and complete syllabus agreement for course.</i>		
		Unit 2: Perspectives on Health and Aging		
2	Mod. 2.1	Main Competency: Student is able to define and describe demographic and epidemiologic perspectives of aging.	Short Assignment 1	
	Objectives	<ol style="list-style-type: none"> 1. Describe the shift in the age distribution of the population toward older ages. 2. Describe some ways in which the epidemiologic transition is changing in the United States 3. Describe the consequence of the "oldest population" and aging. 		
		Read: Chapter 2: Population Aging: Demographic and Epidemiologic Perspectives		
		Readings – Perspectives on Health and Aging		
		Assignment: Journal #1 – Current perspectives on Health and Aging	Sun 11:59pm	
		<i>Demonstrate knowledge of main competency by completing Journal #1, achieving a score of at least 4 out of 5 on content portion of rubric.</i>		
3	Mod. 2.2	Main Competency: Student is able to define and describe demographic and epidemiologic perspectives of aging.		
	Objectives	<ol style="list-style-type: none"> 1. Describe the shift in the age distribution of the population toward older ages. 2. Describe some ways in which the epidemiologic transition is changing in the United States 3. Describe the consequence of the "oldest population" and aging. 		
		Read: Readings – Populations and Aging		
		Assignment: Journal #2– Current perspectives on populations and aging	Sun 11:59pm	
		<i>Demonstrate knowledge of main competency by completing Journal #2, achieving a score of at least 4 out of 5 on content portion of rubric.</i>		

4	Mod. 3.1	Main Competency: Student is able to describe aging and public health systems.	Article Review 1 (Graduate Students only)
	Objectives	<ol style="list-style-type: none"> 1. Explain attempts to bridge the parallel systems of health service delivery for older adults. 2. Describe alternative community-based approaches for older adults. 	
		Select Topic for Assignment 3: Infographic	
		Read: Chapter 3: Aging and Public Health Systems	
		Assignment: Blog #1: Aging and today's public health systems	Sun 11:59pm
		Demonstrate knowledge of main competency by completing Blog #1, achieving a score of at least 4 out of 5 on content portion of rubric.	
5	Mod. 4.1	Main Competency: Student is able to describe aging and general types of chronic diseases.	Short Assignment 2
	Objectives	<ol style="list-style-type: none"> 1. Explain differences between prevalence and incidence. 2. Describe prevalent vs. debilitating vs. high-mortality conditions. 3. Describe U.S. Preventive Services Task Force recommendations. 	
		Read: Chapter 4: Chronic Diseases in Older Adults	
		Assignment: Blog #2– Aging and chronic disease of today.	Sun 11:59pm
		Demonstrate knowledge of main competency by completing Blog #2, achieving a score of at least 4 out of 5 on content portion of rubric.	
6	Module 5.1	Main Competency: Student is able to describe physical abilities and aging	
	Objectives	<ol style="list-style-type: none"> 1. Describe the importance of measuring disability. 2. Describe disability trends in the U.S. 	
		Read: Chapter 5: Disability and Functioning	
		Assignment: Journal #3– Personal examples of physical ability and aging	Sun 11:59pm
		Demonstrate knowledge of main competency by completing Journal #3, achieving a score of at least 4 out of 5 on content portion of rubric.	

7	Mod. 6.1	Main Competency: Student is able to describe mental ability and aging	
	Objectives	<p>1. <i>Discuss AD and memory decline in aging.</i></p> <p>2. <i>Define mild cognitive impairment in older adults.</i></p> <p>3. <i>Describe some risk factors for Alzheimer's disease.</i></p>	
		Read: Chapter 6: Cognitive Function: Dementia	
		Assignment: Blog #3: Examples of cognitive function in aging	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Blog #3, achieving a score of at least 4 out of 5 on content portion of rubric.</i>	
8		Main Competency: Complete Midterm Exam (Modules 1.1-6.1: Chapters 1, 2, 3, & 6)	
9	Mod. 7.1	Competency: Student is able describe various mental abilities and aging	
	Objectives	<p>1. <i>Describe the daily burden of mental illness for older adults.</i></p> <p>2. <i>Provide examples of treatment options and outcomes with mental illness late in life.</i></p> <p>3. <i>Define differences between neglect and abuse and the public health consequences.</i></p>	
		Read: Chapter 7: Affective and Social Function: Suffering, Neglect, Isolation	
		Assignment: Journal #4: A personal reflection of mental health and aging	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Journal #4, achieving a score of at least 4 out of 5 on content portion of rubric.</i>	
10	Mod. 8.1	Competency: Student is able to describe general attributes of quality of life	
	Objectives	<p>1. <i>Identify the Quality of Life domains.</i></p> <p>2. <i>Describe health-related QOL and healthy-year equivalents.</i></p>	
		Read: Chapter 8: Aging, Public Health and Application of the Quality-of-Life Paradigm	
		Assignment: Blog #4: Success and quality of life issues	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Blog #4, achieving a score of at least 4 out of 5 on content portion of rubric.</i>	
11	Mod. 9.1	Competency: Student is able to discuss family systems, aging and long term care options	<p>Short Assignment 3</p> <p>Article Review 2 (Graduate Students only)</p>
	Objectives	<p>1. <i>Describe long-term care.</i></p> <p>2. <i>Describe some of the differences between home- and community-based services.</i></p> <p>3. <i>Discuss current long-term residential care arrangement options in our state and community.</i></p>	
		Read: Chapter 9: Aging, Public health, and Long Term Care	

		Assignment: Journal #5: Long term care and aging people	Sun 11:59pm
		Demonstrate knowledge of main competency by completing Journal #5, achieving a score of at least 4 out of 5 on content portion of rubric.	
12	Mod. 9.2	Competency: Student is able to describe different types of family caregiving 1. <i>Describe the difference between family and long-term residential care.</i>	
	Objectives	Read: Readings – Family Caregiving	
13	Mod. 10.1	Competency: Student is able to describe mortality and end-of life issues 1. <i>Describe the factors (underlying, primary or contributory) causes of death.</i> 2. <i>Describe age-adjusted and crude death rates.</i> 3. <i>Discuss costs and quality of life at the end of life.</i>	Final Article Synthesis (Graduate Students)
	Objectives	Read: Readings – Mortality and End-of-Life	
14	Mod. 10.2	Competency: Student is able to describe mortality and end-of life issues 1. <i>Describe the factors (underlying, primary or contributory) causes of death.</i> 2. <i>Describe age-adjusted and crude death rates.</i> 3. <i>Discuss costs and quality of life at the end of life.</i>	
	Objectives	Read: Chapter 10: Mortality and End-of-Life Care	
		Assignment: Blog #5: Mortality and end of life	Sun 11:59pm
		Demonstrate knowledge of main competency by completing Blog #5, achieving a score of at least 4 out of 5 on content portion of rubric.	
15		Main Competency: Complete Final Exam (Modules 3.1-4.3: Chapters 7, 8, 9, 10)	FINAL PROJECT DUE



AGE 660

3 or 6 Credit Hours

Wichita State University

Fall/Spring/Summer

Course Syllabus

INSTRUCTOR Jacie L. Green, MA

CONTACTS

Email	jacie.green@wichita.edu (E-mail is the best way to contact me)
Office	Ahlberg Hall, Rm 135A
Office Phone	316-978-5652
Office hours	Mondays 1:00pm-3:00pm & on Blackboard Collaborate as needed
Classroom	Online instruction and on-site practicum

CONTACTING INSTRUCTOR

- ✓ Please utilize your **WSU E-mail**
- ✓ I will respond within 24-48 hours during weekdays; anything sent over the weekend, I may not reply until Monday morning
- ✓ If you have not received a response from me after 48hrs, please resend your E-mail and/or make a phone call

REQUIRED TEXT

- *Nursing Home Administration*, 7th edition, by James E. Allen. New York: Springer Publishing Company. 2016.
- *The Licensing Exam Review Guide in Nursing Home Administration*, 7th edition, by James E. Allen. New York: Springer Publishing Company. 2016.
- *Nursing Home Federal Requirements: Guidelines to Surveyors and Survey Protocols*. 8th edition, by James E. Allen, New York: Spring Publishing Company. 2015.

RECOMMENDED

- *AHCA Long Term Care Survey manual*, May 2013 edition
- *The Long Term Care Enforcement Procedures*, 2010 edition

HOW TO USE THIS SYLLABUS

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If changes are made, you will be notified via announcements and through email communication in the Blackboard course.

COURSE DESCRIPTION

An academic long-term care administrator training program. Develops a professional competency and personal code of ethics for the field of long-term care administration. Gives students the practical experience required by the state of Kansas in order to sit for the state and national nursing home administrator licensure examinations. The required text is the study guide for the national exam. It is the student's responsibility to work through the study materials and seek guidance from their preceptor regarding questions over the material. The 480-clock-hour practicum is completed in a licensed long-term care facility under the guidance of an approved preceptor. Repeatable for a total of 6 hours credit. Prerequisite: Instructor's consent

DEFINITION AND ASSIGNMENT OF CREDIT HOURS

Success in this 6 credit hour practicum is based on the expectation that students will spend, for each unit of credit, 80 hours over the length of the course (approx. 30 contact hours per week for a 16 week semester) for a total of 480 hours. In addition, outside practicum work activities include reading, writing, studying, and research as needed for licensure exam preparation and to fulfill the required activities of the course. Half of those required hours is expected for the 3 credit hour enrollment option.

STUDENT LEARNING OUTCOMES | UNDERGRADUATE LEVEL

Upon successful completion of this practicum, undergraduate students will be able to:

- LO 1. Demonstrate the ability to function in a professional capacity in a long term care facility.
- LO 2. Interpret the managerial, ethical and professional responsibilities involved in providing quality long term care.
- LO 3. Analyze the external factors which impact upon long term care facilities: community organizations, regulations, reimbursement constraints, survey procedures and public attitudes.
- LO 4. Assess the interface between the long-term care facility and other facets of the health care system.
- LO 5. Apply objective methods to the evaluation of long-term care.
- LO 6. Employ theoretical training with practical work.
- LO 7. Analyze the delivery of the multiple services within a long-term care facility as connected with the administrator's role

STUDENT LEARNING OUTCOMES | GRADUATE LEVEL ADDITIONAL OUTCOMES

Upon successful completion of this practicum, graduate students will also be able to:

LO 8. Evaluate the literature surrounding topics & issues in long-term care administration and services

PLACEMENT

Selection of site will be in consultation with course instructor. The student will be responsible for arranging an interview with the preceptor. The preceptor is the practicing administrator who undertakes the role of preceptor. The preceptor serves as a role model/mentor for the student, communicating the professional competencies and personal ethics required in the administration of a long-term care facility. The preceptor must meet state guidelines. The preceptor will interview the prospective student in training and make decision regarding acceptance. The coordinator will conduct in-person site visits or phone/email communication with the student and preceptor at the facility where the AIT is to be completed. "Notice of Training" paperwork will need to be submitted by the student to the coordinator that is sent to Topeka to signify the start of the AIT practicum.

GRADING SYSTEM AND REQUIREMENTS

Journals	=	100 points
Preceptor Evaluation	=	100 points
Reflective Essay	=	50 points
Attendance/Hour Log	=	25 points
Student Evaluation	=	<u>25 points</u>
Total Semester Points	=	300 points

300 to 278 points	=	A	229 to 218 points	=	C
277 to 269 points	=	A-	217 to 209 points	=	C-
268 to 260 points	=	B+	208 to 200 points	=	D+
259 to 248 points	=	B	199 to 188 points	=	D
247 to 239 points	=	B-	187 to 179 points	=	D-
238 to 230 points	=	C+	178 or less	=	F

GRADUATE STUDENTS EXTRA REQUIREMENT

Research Paper	=	50 points
	=	350 points

350 to 324 points	=	A	267 to 254 points	=	C
323 to 314 points	=	A-	253 to 244 points	=	C-
313 to 303 points	=	B+	243 to 233 points	=	D+
302 to 289 points	=	B	232 to 219 points	=	D
288 to 279 points	=	B-	218 to 209 points	=	D-
278 to 268 points	=	C+	208 or less	=	F

TROUBLE SHOOTING

If you are having difficulties with Blackboard, your first contact should be the Help Desk, #978-HELP. There is also a One Stop link in the main page of Blackboard Institution, and a "One Stop (Support)" tab and "Help" tab in the Blackboard course. If you are still having difficulty, contact the instructor immediately.

You should access Blackboard via, www.blackboard.wichita.edu it is not advised to log in through mywsu portal, as it could time out the session and unexpectedly kick you out of what you have been working on.

ACADEMIC HONESTY

Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty policy](#). Further policy specific to this course and associated penalties can be found at the end of this syllabus. Please review.

ASSIGNMENTS

JOURNALS | Fulfill LOs 2-7

Should include discussion of your experiences, addressing issues encountered and lessons learned. You are required to contribute at least once to ALL ten journal topics throughout the course of your practicum – multiple journal entries will likely be made under each topic presented as you progress through your practicum.

- Journal entries are visible to all classmates enrolled in the course. It is highly encouraged that you read each other's journal entries and comment when appropriate.
- Journals are worth 10 points each. You must contribute to all 10 journal topics throughout your practicum for full credit.
- Your **first journal entry** is an **introduction** about yourself and where you are completing your practicum.
- Journals should be at least one paragraph (4-6 sentences) in length, providing a reflection and recap of what you've experienced recently at your practicum site related to the journal topic presented

REFLECTIVE ESSAY | Fulfills LOs 2, 3, 6, & 7

Includes a summation of all your experiences you had during your entire practicum. This is why journaling throughout your practicum is important!

REQUIREMENTS

- Minimum of 3 pages in length, double spaced, 1" margins, readable font
- Written in a scholarly manner with an introduction, appropriate subheadings, and a conclusion
- **Answers the following questions:**
 1. How has your experience prepared you to function in a professional capacity in a LTC facility?
 2. How did you employ the theoretical training you've had in your studies with the practical work you experienced?
 3. What did you learn regarding the managerial, ethical and professional responsibilities involved in providing quality long term care?
 4. What is the administrator's role and responsibility in the delivery of the multiple services and departments of a LTC facility?
 5. What did you learn regarding the external factors which impact long term care facilities: i.e. community organizations, regulations, reimbursement constraints, survey procedures and public attitudes

GRADUATE RESEARCH PAPER | Fulfills LO 8

Utilizing a significant issue, topic or learning experience(s) you came across during your practicum, you'll search the literature to present current and relevant research related to that experience

- Minimum of 3 pages in length, double spaced, 1" margins, readable font
- Written in a scholarly manner with an introduction, appropriate subheadings, and a conclusion
- Includes use of at least three (3) outside, scholarly sources related to long-term care administration (i.e. journal articles, scholarly websites)
- APA reference page at the end of the document

EVALUATION/ATTENDANCE | Fulfills LOs 1-6

The preceptor will verify completion of the practicum and evaluate student progress. This evaluation will be submitted to the coordinator from the preceptor upon completion of the 480hrs. Your quality of attendance and reliability is also evaluated by the preceptor; lack of attendance or reliability will ultimately lower your overall preceptor evaluation grade. The combination of evaluation and attendance as reported by your preceptor will count towards your final grade.

- Your documentation of hours must be signed by your preceptor and the student or preceptor must submit that document to the coordinator before a letter of completion can be mailed to Topeka.

STUDENT EVALUATION

As the student, you are expected to complete an evaluation of your experience during the AIT Practicum. This evaluation must be completed in full to earn credit and full completion will count towards your final grade. There is no right or wrong answer, this is just your opportunity to provide feedback to the instructor.

PLEASE VISIT THE TABS ON THE BLACKBOARD SITE FOR FURTHER MATERIALS

- Student Information | Information under this tab is for your benefit
 - Under this tab you will find an example sheet of hour breakdown by department. You don't have to use this exact sheet, but you and your preceptor might find it helpful in tracking your hours!
- Preceptor Information | Information under this tab might be helpful to your preceptor
 - Under this tab you will find a "Suggested Curriculum for a 480 LTC Administrators Practicum". This document contains possible curriculum a preceptor may find helpful in the mentoring process.
 - Some preceptors have done this for many years and are well established in the manner in which they do the AIT, others might like some of the information found under this tab.

IMPORTANT ACADEMIC DATES

For the current semester, view the [current academic year calendar](#) for all dates and deadlines.

DISABILITIES

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

COUNSELING & TESTING

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that

the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

DIVERSITY & INCLUSIVE

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

INTELLECTUAL PROPERTY

Wichita State University students are subject to [Board of Regents and University policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

SHOCKER ALERT SYSTEM

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. [Sign up for alerts!](#)

ACADEMIC HONESTY:

In accordance with the Wichita State University Student Catalogue, items detailed in the following points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying another student's paper, creative work, article, or computer work, and submitting it as one's own original. Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable. With respect to term papers, if students use direct wording from another source, they should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: your assignment will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting students see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

COURSE SCHEDULE

Not applicable for this practicum



AGE 717, Health Communication and Aging (fully online), Fall, 2016

Instructor:	Amy K. Chesser, PhD
Department:	Public Health Sciences
Office Location:	106G. Ahlberg Hall
Telephone:	316-978-3072
Email:	Amy.chesser@wichita.edu
Preferred Method of Contact:	email
Office Hours:	(Tuesday – Thursday mornings)
Classroom; Days/Time:	Online

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Changes to the syllabus will be posted in the course Announcements tab.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected the professor will contact the student(s) involved.

Course Description

A multidisciplinary, empirically-based consideration of emotions, behaviors, beliefs and attitudes related to aging and the process of communicating with older adults. Topics include: approaches to communication and aging, current evidence about communication and the aging population, interpersonal and intergenerational communication, mass communication and aging, health and health care interactions (patient-physician communication, etc.), older adults and technology, and cultural change. Students develop applied skills and critical thinking. Applications to public health are explored throughout the course.

Definition of a Credit Hour

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, blogs, journals and participation assignments) for a total of 135 hours. [Click here](#) for the policy and examples for different types of courses and credit hour offerings.

Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop a personal understanding of attitudes toward communication and older adults
2. Understand general communication aspects of aging people
3. Demonstrate an ability to synthesize information about health and health communication for older adults
4. Interview an older adult to learn about his/her views on a communication topic.

Required Texts/Readings Textbook

Understanding Communication and Aging Developing: Knowledge and Awareness, by Jake Harwood, Sage Publications, Inc., 2007

Writing Empirical Research Reports – Seventh Edition, by Fred Pyrczak and Randall Bruce, Pyrczak Publishing, 2011

Other Readings

Publication Manual of the American Psychological Association – Sixth Edition, by American Psychological Association, American Psychological Association Publishing, 2010.

Regular student membership in the Gerontological Society of America, for \$65.00 per year (includes online access to all journals published by the society). Membership form is available at <https://www.geron.org>

Additional required readings are posted in the “Assignments by Session” section of Blackboard (Bb). These include journal articles, Web sites and other materials. You are expected to review each required Web site thoroughly, especially the sections mentioned in the assignment for that week. Additional readings will likely be updated and added to throughout the semester.

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change by the professor as the semester evolves.

Class Protocol

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. The link to the introduction is on the main Announcements page. Students are welcome at any time during the semester to meet with the instructor “in-person” during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes. Within the Blackboard program, you will find pertinent class materials organized by week. At the start of each week, look in the Course Documents section of Blackboard for an outline of the information assigned for the week. As noted in the preceding section on Grading System and Requirements, 100 points of your grade comes from Participation assignments.

Instructional Procedures

- As with other distance courses taught in the Department of Public Health Sciences at Wichita State University will be relying heavily upon the Blackboard (Bb) platform. As such, you should be planning to check the various sections of our course’s site (particularly the announcements, course materials, and blog sections) with great regularity.
- The bulk of our interaction as a class will take place as asynchronous threaded discussion on our various blog (DB) forums. From time to time I will create additional discussion forums to address specific topics, but for the most part there will be weekly forums created to discuss the reading for that particular week. Depending on the size of our class, I may split up the class into smaller groups for discussions of the reading.
- In the weekly discussion forums, I will be requiring you to post a thoughtful, thematic, critical, and synthetic response of at least two solid paragraphs to the readings assigned for that week and any deliverables mentioned in the weekly assignment. This response should be written to stake out your own reasoned position and to stimulate insightful and productive scholarly dialogue. Your response should be followed by at least two provocative and insightful questions. I have high expectations regarding your level of participation (see “class participation” section, below), and that level of participation should be amply reflected in your weekly posting behavior.

- Please, help me with the grading process by placing your name, the week, a page number and the title of the assignment in the “header” at the top of each page.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points	Letter grade	Grade Points	Interpretation
463-500	A	4.00	<i>The A range denotes excellent performance.</i>
462-448	A-	3.70	
447-433	B+	3.30	
432-413	B	3.00	<i>The B range denotes good performance.</i>
412-398	B-	2.70	
397-383	C+	2.30	
382-363	C	2.00	<i>The C range denotes satisfactory performance.</i>
362-348	C-	1.70	
347-333	D+	1.30	
332-313	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
312-293	D-	0.70	
297-0	F	0.00	<i>F denotes failing performance.</i>

Assignments

Class participation (lectures and blogs)	50 points
Course Examinations (N=3)	300 points
Health Communication Assignment	50 points
Course Project: Personal Interview	100 points
Total	500 points

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. There is a link on the main announcements page. You are welcome at any time during the semester to meet with the instructor in-person during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes affecting women as they grow older. Within the Blackboard program, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents section of the Blackboard program for an outline of the information assigned for the week. The outline includes a list of questions posted in the Blackboard Discussion Forum section. As noted in the preceding section on Grading System and Requirements, 20 percent of your grade comes from participation in the Discussion Forums.

Online Participation:

As is usually the case for classes of this size, class this semester will be run as a seminar in the truest sense of the word. Naturally, the fact that this is a distance course requires us to modify how we will approach things logically, and these modifications pose both constraints and opportunities. Nonetheless, the responsibility for the success of the course rests with all of us and not just me. I expect that you will be fully engaged with the readings, completing them on schedule and being prepared to discuss them intelligently. I expect that you will contribute consistently, intelligently, productively, and charitably to class discussions. I expect that you will offer questions and comments about ideas expressed in the reading, about my ideas, and about the ideas expressed by others in the class. I expect that you will help to keep the relevance of the course clear by offering citations of articles and real-word examples from other sources. In short, the quality of the course should be significantly (even dramatically) higher because of your personal participation; “A”-level class participation grades will be given only for participation of this nature. Participation that improves the quality of the class experience somewhat (but not significantly or dramatically) will merit “B”-range grades. Participation that is consistent but that does not really improve the quality of the class experience will merit “C”-range grades. Inconsistent to non-existent participation (or participation that degrades the quality of the class experience) will merit “F”-range grades.

Each week begins Monday and ends at 11:59 p.m. on Sunday. At the start of each week, you will find several questions posted in the Blog. The questions relate to content covered in the assigned chapter. You must generate an “original” posting to ALL questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; THREE follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week. In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. **Simply** typing, “Ditto” or “I agree” does not constitute a follow-up response. **Incomplete and/or poor quality responses will be graded accordingly.**

The following is a GENERAL rubric for points earned for blog responses. Specific feedback will be provided during the first few weeks to help shape your answers.

Quality of Contribution	4 points The student has clearly thought about the material and has raised interesting solutions and/or problems with inclusion of readings and at least one research study or scholarly article (from an educational source) for support;	2 point The student has written about the material, but has not offered information that was not already given in the text. Contributions and conclusions less reflective and developed; may not have addressed all elements; Minimally includes literature support; citation may be inaccurate.	0 points Poorly developed; may only state, “I agree”, “Yes”, “No” or something similar; The student has not reflected on the material, or the post made is irrelevant to the topic.
Organization and Flow	2 points First statement/sentence clearly indicates the topic discussed Logical sequence Descriptive Creates clarity	1 point First sentence partially indicates the topic discussed Mostly logical sequence Mostly descriptive Generally adds to cohesion	0 points Unable to discern the topic discussed Illogical sequence Lacks precision Detracts from central ideas
Word Choice; Grammar/Spelling	2 points The post made does not contain grammatical or spelling errors; uses complete sentences	1 point The post made contains very few grammatical and/or spelling errors.	0 points The post made contains several grammatical and/or spelling errors and is difficult to understand.

Timeliness	2 points	1 point	0 points
	The student made the required posts by the deadline set.	The student made some of the required posts by the deadline set.	The student did not post by the required deadline set.

PARTICIPATION IN REVIEW:

The week will run from Monday morning to Sunday night at 11:59pm.

Original Posting to blog questions are due **Wednesday** by 11:59pm.

Follow-up Postings to blog questions are due **Sunday** by 11:59pm.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally chose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar, but do look at your responses before you submit them to make sure they are as “clean” as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor online discussions every Monday and Thursday. It is tempting to believe that the instructor “lives” online and is available at all times, but this is not the case.

Exams:

As noted in the syllabus section on Grading System and Requirements, this course includes three exams. Students may take the exam at any time during the exam week, but must complete the exam by Sunday night of the exam week. Failure to complete the exam by the end of the scheduled online test week results in a 10-point (one letter grade) deduction. If a student should experience a transmission error during the exam due to Internet problems, the student should immediately email the instructor at amy.chesser@wichita.edu. The instructor will reset the test function within 12 hours, and the student will be expected to resubmit the exam within 24 hours.

Students will have 90 minutes to take the multiple choice, true/false questions, and short answer questions of the exam. Because it is impossible to monitor student’s use of textbook or other materials during an online exam, the assumption is that you will have these resources available during the test. However, the timeframe for both portions of the exam does not allow you to look up every point as you proceed through the test. Therefore, prior study and preparation for the exam is critical. While you may stay online with a test function for longer than the allotted time (45 minutes for multiple choice questions and 20 minutes for essay questions), points may be deducted if you go significantly beyond the time limit).

Health Communication Project:

The purpose of health communication is to increase the student’s ability to synthesize health information for older adults. You also gain experience with the WSU online library research functions (basic research), current health communication issues in the media, and building easy-to-understand information to share with others. This will be the midterm assignment.

For this assignment, you will create an infographic. You will choose a topic for the project related to communication and aging. You will find data or latest information about the topic working with the library. The data (statistics) will need to be located through peer-reviewed published articles and reputable sources. I will provide detailed instructions and an example in the project folder on Blackboard.

FINAL PROJECT: PERSONAL INTERVIEW

Field Interview: This project will be an ***in-depth case study based on either an interview of a person who is 65 years of age or older.*** Assignment is due Sunday night December 6th at midnight. Submit under

Assignments Tab.

Select one person and interview this person on a topic of your choice relating to communication and aging. The interview could be conducted with a relative, a friend or a person in an assisted living facility (with written permission from the facility).

The person interviewed must be told the purpose of the interview, must participate voluntarily, must be guaranteed confidentiality and anonymity, must be free to withdraw from the interview, and must not be harmed in any way by the interview. The interview should be relatively short and should focus on a particular topic of interest to you. You will audiotape the interview. You will take a photograph of the interviewee or something of interest to the interviewee. You will transcribe the interview into written notes. The interview notes must be typed, double-spaced and include the interview date, time and location. (Use 1 inch margins and a font such as Times New Roman 12 point.) A list of the interview questions must be included in the notes. You will edit the interview into a five minute audio file.

I will provide detailed instructions and an example in the project folder on Blackboard.

The following core competencies are addressed in Health Communications and Aging: Analytic/Assessment Skills

- Defines a problem
- Obtains and interprets information regarding risks and benefits to the community
- Communication Skills
 - Communicates effectively both in writing and orally, or in other ways
 - Solicits input from individuals and organizations
 - Advocates for public health programs and resources
 - Leads and participates in groups to address specific issues
 - Uses the media, advanced technologies, and community networks to communicate information
 - Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
- Cultural Competency Skills
 - Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and person of all ages and lifestyle preferences
 - Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services
 - Develops and adapts approaches to problems that take into account cultural differences
- Attitudes
 - Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives
 - Understands the dynamic forces contributing to cultural diversity
 - Understands the importance of a diverse public health workforce
 - Develops a lifelong commitment to rigorous critical thinking
- Community Dimensions of Practice Skills
 - Collaborates with community partners to promote the health of the population
 - Identifies how public and private organizations operate within a community
 - Accomplishes effective community engagements
 - Identifies community assets and available resources
- Basic Public Health Science Skills
 - Understands the historical development, structure, and interaction of public health and health care systems
 - Identifies and applies basic research methods used in public health
 - Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

- Identifies and retrieves current relevant scientific evidence Leadership and Systems Thinking Skills
- Creates a culture of ethical standards within the organization and communities
- Promotes team and organizational learning

Late Assignments

Late assignments for this course will be accepted with appropriate documentation and will receive a point deduction. However, late final projects and/or examinations will not be accepted.

Missed Assignments and Exams

Students must contact the professor prior to missing assignment due dates or examinations. The professor will communicate necessary documentation requirements to the student. Late final projects and/or examinations will not be accepted.

Undergraduate vs. Graduate Credit

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates

For Spring semester 2016, classes begin January 19th, 2016, and end May 13th, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on during the week of Spring Break, March 14-20, 2016. The final exam period is May 7-13, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

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Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these

policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [here](#)

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		Lecture Wk1; Quiz #1: Overview of Course (Intro. slides); Assignment: Syllabus Agreement and Introduce Yourself
2		Read: Chapter 3: Stereotypes and Attitudes about Aging and Intergenerational Communication Chapter 4: Aging, Identity, Attitudes, and Intergenerational Communication Lecture Wk2: Chapter 1 and Attitudes about Aging Knowledge Checks Assignment: Journal #1 – Current stereotypes of aging in your community
3		Read: Chapter 5: Intragenerational Relationships in Older Adults Chapter 6: Intergenerational Relationships in Older Adults Lecture Wk3: Intra- & Intergenerational Relationships Knowledge Checks Assignment: Blog #1: Intragenerational Communication and Older Adults
4		Complete Exam #1 (Modules 1.1-2.1: Chapters 1-4)
5		Read: Chapter 7: Enhancing Communication with Older Adults Lecture Wk4: Enhancing Communication Knowledge Checks Assignment: Journal #2 – Improving Communication with Older Adults: incorporating knowledge into behaviors
6		Complete Exam #2 (Modules 2.2-2.3: Chapters 5-7)

7		Read: Chapter 8: Mass Communication Portrayals of Older Adults Chapter 9: Uses and Effects of Media Lecture Wk6: Media and Older Adults Knowledge Checks Assignment: Blog #2: The Media and Older Adults
8		Health Communication Project Due
9		Read: Chapter 10: Culture, Communication, and Aging Lecture Wk8: Culture and Older Adults Knowledge Checks Assignment: Blog #3: Geographic location, culture, communication and older adults
10		Read: Chapter 11: Health and Health Care Lecture Wk9: Health and Older Adults Knowledge Checks Assignment: Blog #4: Health communication, the health care system and older adults
11		Read: Chapter 12: Technology Lecture Wk10: Technology, communication and Older Adults Knowledge Checks Assignment: Blog #5: Current advancements in technology and older adults
12		Read: Chapter 13: Conclusion Lecture Wk11: Aging People Knowledge Checks Assignment: Journal #3 – The future of Aging People
13		Exam #3 (Modules 3.1-4.3: Chapters 8-13)
14		Health Communication Final Project Work
15		Health Communication Final Project Due

I. Online Course Design Outline

Week	Modules	Aligned Goals and Assignments	Due		
		Unit 1: Introduction to Intergenerational Communication			
1	Mod. 1.1	Main Competency: Student is able to describe current perspectives on aging.			
	Objectives	<p>1. Describe various approaches to aging (biological, psychological, sociological, life-span).</p> <p>2. Describe methods for studying aging.</p> <p>3. Recognize common indicators of a decline in communication (normal aging vs. pathological aging)</p> <p>4. Identify the levels of approach to communication and aging (interpersonal, mass, intergroup).</p>			
		Read: Chapter 1: Perspectives on Aging Chapter 2: A Communication Approach to Aging			
		Lecture Wk1; Quiz #1: Overview of Course (Intro. slides);			Sun 11:59pm
		Assignment: Syllabus Agreement and Introduce Yourself			Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Module 1.1 question block on Unit 1 Exam, achieving a score of at least 80%.</i>			
		Unit 2: Attitudes About Aging and Interpersonal Communication			
2	Mod. 2.1	Main Competency: Student is able to explain current stereotypes and attitudes about aging and intergenerational communication.			
	Objectives	<p>1. Describe positive and negative element of attitudes about aging.</p> <p>2. Express arguments disputing common myths of aging.</p> <p>3. Describe some ways in which people might cope with belonging to an age group that is not respected.</p> <p>4. Describe overaccommodation and underaccommodation.</p> <p>5. Explain how age identity relates to communication.</p>			
		Read: Chapter 3: Stereotypes and Attitudes about Aging and Intergenerational Communication Chapter 4: Aging, Identity, Attitudes, and Intergenerational Communication			
		Lecture Wk2: Chapter 1 and Attitudes about Aging Knowledge Checks			Sun 11:59pm
		Assignment: Journal #1 – Current stereotypes of aging in your community			Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Unit 1 Exam Essay Q. (Mod 1.2), achieving a score of at least 4 out of 5 on content portion of rubric.</i>			
3		Main Competency: Complete Exam #1 (Modules 1.1-2.1: Chapters 1-4)			

4	Mod. 2.2	Main Competency: Student is able to describe inter- and intragenerational relationships in older adulthood.	
	Objectives	<ol style="list-style-type: none"> 1. Explain why personal relationships can influence physical and psychological health 2. Discuss the role friends play in older people's lives. 3. Describe life-span changes in sibling relationships. 4. Describe the communication in parent-child relationships in older adulthood. 5. Describe an important dialectic in intergenerational relationships. 6. Explain some of the effects of having intergenerational friendships. 	
		Select Topic for Midterm Assignment: Infographic	
		Read: Chapter 5: Intragenerational Relationships in Older Adults Chapter 6: Intergenerational Relationships in Older Adults	
		Lecture Wk3: Intra- & Intergenerational Relationships Knowledge Checks	Sun 11:59pm
		Assignment: Blog #1: Intragenerational Communication and Older Adults	Sun 11:59pm
		Demonstrate knowledge of main competency by completing Blog #2, achieving a score of at least 4 out of 5 on content portion of rubric.	
5	Mod. 2.3	Main Competency: Student is able to explain methods to enhance communication with older adults.	
	Objectives	<ol style="list-style-type: none"> 1. Explain intergroup contact theory and the implications of the theory for attitudes toward older people. 2. Describe the communication enhancement model. 3. Describe some forms of communication training that might be useful in the intergenerational setting. 	
		Read: Chapter 7: Enhancing Communication with Older Adults	
		Lecture Wk4: Enhancing Communication Knowledge Checks	Sun 11:59pm
		Assignment: Journal #2 – Improving Communication with Older Adults: incorporating knowledge into behaviors	Sun 11:59pm
		Demonstrate knowledge of main competency by completing Lecture Quiz Wk4 achieving a score of at least 80%.	
6		Main Competency: Complete Exam #2 (Modules 2.2-2.3: Chapters 5-7)	
		Test: Exam covers all reading materials/lectures from Modules 2.2-2.3: Chapters 5-7	Sun 11:59pm
		Unit 3: Social Representations and Mass Communication	
7	Mod. 3.1	Main Competency: Student is able to describe media portrayals of older adults	
	Objectives	<ol style="list-style-type: none"> 1. Summarize the media context in which older people are underrepresented in the media. 2. Discuss historical trends in portrayals of older people. 3. Understand the media industry dynamics that might influence portrayals of older adults. 4. Describe some reasons why data show older people watch more television than younger people. 5. Describe uses and gratifications theory and cultivation theory and the importance to studying theory to understand aging people. 	
		Read: Chapter 8: Mass Communication Portrayals of Older Adults Chapter 9: Uses and Effects of Media	
		Lecture Wk6: Media and Older Adults Knowledge Checks	Sun 11:59pm
		Assignment: Blog #2: The Media and Older Adults	Sun 11:59pm
		Demonstrate knowledge of main competency by completing Blog #2, achieving a score of at least 4 out of 5 on content	

		<i>portion of rubric.</i>	
8	Mod. 3.2	Competency: Student is able to create an infographic display of current data for a communication and older adult topic.	HC Project
9	Mod. 3.3	Competency: Student is able describe how culture impacts communication and aging.	
Objectives		<p>6. Describe some culture-specific patterns of family life that influence intergenerational communication in the family.</p> <p>7. Provide examples of differences and similarities in ways of thinking about aging across cultures.</p> <p>8. Describe at least one pattern of intergenerational communication that is unique to a particular cultural context.</p>	
		Read: Chapter 10: Culture, Communication, and Aging	
		Lecture Wk8: Culture and Older Adults Knowledge Checks	Sun 11:59pm
		Assignment: Blog #3: Geographic location, culture, communication and older adults	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Blog #2, achieving a score of at least 4 out of 5 on content portion of rubric.</i>	
		Unit 4: Contexts of Communication in Older Adults	
10	Mod. 4.1	Competency: Student is able to describe critical issues involving communication, health care and older adults	
Objectives		<p>1. Describe some ways in which communication between doctors and young patients differs from communication between doctors and older patients.</p> <p>2. Describe some ways in which a third party may influence physician-patient interactions.</p> <p>3. Describe how the communication enhancement model may be applied to physician patient communication.</p> <p>4. Understand why caregiver support groups may be helpful.</p> <p>5. Discuss some of the causes of elder abuse and how communication factors into abuse situations.</p>	
		Read: Chapter 11: Health and Health Care	
		Lecture Wk9: Health and Older Adults Knowledge Checks	Sun 11:59pm
		Assignment: Blog #4: Health communication, the health care system and older adults	Sun 11:59pm
		Competency: Student is able to discuss technology, communication and older adults.	
Objectives		<p>1. Describe the digital divide and its impact on older adults.</p> <p>2. Describe some of the design elements that make computer use challenging for older adults.</p> <p>3. Discuss older adults' technology use in the workplace.</p>	
		Read: Chapter 12: Technology	
		Lecture Wk10: Technology, communication and Older Adults Knowledge Checks	Sun 11:59pm
		Assignment: Blog #5: Current advancements in technology and older adults	Sun 11:59pm

12	Mod. 4.3	Competency: Student is able to describe a systematic model that includes individual and societal factors influencing how people understand their own aging.	
	Objectives	<ol style="list-style-type: none"> 1. <i>Describe the difference between individual (micro) and societal (macro) communication factors that influence how we perceive our age.</i> 2. <i>Describe age segregation</i> 3. <i>Discuss how individuals can challenge ageism in their lives.</i> 	
		Read: Chapter 13: Conclusion	
		Lecture Wk11: Aging People Knowledge Checks	
		Assignment: Journal #3 – The future of Aging People	
13		Main Competency: Complete Exam #3 (Modules 3.1-4.3: Chapters 8-13)	
		Test: Exam covers all reading materials/lectures from Modules 3.1-4.3: Chapters 8-13	
		Unit 5: Applying Skills with Older Adults	
14 - 16		Competency: Student applies communication and technology skills and knowledge to complete interviews with older adults.	FINAL PROJECT DUE



WICHITA STATE
UNIVERSITY

AGE 720 Independent Readings, Master Syllabus

Instructor:	Nicole L. Rogers, PhD
Department:	Public Health Sciences
Office Location:	135 Ahlberg Hall
Telephone:	(316) 978-6684
Email:	nicole.rogers@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:00 to 3:00

How to use this Syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct
http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy
http://webs.wichita.edu/inaudit/ch2_17.htm.

Course Description

Supervised study of special topics and problems relating to olderadults. Repeatable up to 6 hours. Prerequisite: program consent.

Definition of a Credit Hour

Success in this 3 credit hour independent study is based on the expectation that students will spend, for each unit of credit, 35 hours over the length of the course (approx. 45 hours of research and writing for each unit of credit) for a total of 135 hours.

Measurable Student Learning Outcomes

- LO#1 Build research skills.
- LO#2 Apply principles of current research to a topic in area of discipline.
- LO#3 Demonstrate critical thinking in synthesis of theory related to the topic in written assignment.
- LO#4 Identify and describe needs for further research based on findings of this project.

Class Protocol

- Week 1 and 2: Meet with faculty mentor and define project topic, assignment perimeters and schedule of readings
- Week 3, 4, 5: Student works to complete the agreed upon project, and submit article reviews.
- Week 5: Meet with faculty mentor and submit article reviews.
- Week 6, 7: Student works to complete the agreed upon project, and submit article reviews.
- Week 8: Student submits a draft of the term paper
- Week 9-15: Meet with faculty mentor
- Week 16: Submit Final Project

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
100 - 93	A	4.00	<i>The A range denotes excellent performance.</i>
92 - 90	A-	3.70	
89 - 87	B+	3.30	
86 - 83	B	3.00	<i>The B range denotes good performance.</i>
82 - 80	B-	2.70	
79 - 77	C+	2.30	
76 - 73	C	2.00	<i>The C range denotes satisfactory performance.</i>
72 - 70	C-	1.70	
69 - 67	D+	1.30	
66 - 63	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
62 - 60	D-	0.70	
58 - 0	F	0.00	<i>F denotes failing performance.</i>

Assignments

The assignment due will vary by semester and the scope of the project.

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

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Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	LO#1	Meet with Faculty mentor to define project, assign parameters and schedule of reading, work, etc.
2	LO#1	Meet with Faculty mentor to define project, assign parameters and schedule of reading, work, etc.
3	LO#2	Student works on reading, project work, etc.
4	LO#2	Student works on reading, project work, etc.
5	LO#1, LO#2	Student works on reading, project work, etc. Meet with faculty mentor and submit work.
6	LO#2, LO#3	Student works to complete project.
7	LO#2, LO#3	Student works to complete project.
8	LO#2, LO#3	Student works to complete project.
9	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.

10	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
11	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
12	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
13	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
14	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
15	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
16	LO#4	Submit final project.



AGE 765, The Medicare System

Summer 2016

Instructor:	Sarah Taylor, MA
Department:	Public Health Sciences
Telephone:	316-978-5650
Email:	Sarah.taylor@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:30 to 3:00 p.m.
Telephone:	316-978-5650
Classroom; Days/Time:	None, this is an online course

How to use this syllabus

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Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy. *If academic dishonesty is suspected Instructor will speak with the student(s) involved. For the first violation student(s) will be allowed to resubmit the assignment or will be provided an alternate assignment if deemed necessary. The second violation will automatically result in an "F" in the course and the student will need to retake the course.*

Course Description

Designed to explore the many intricacies of the Medicare and Medicaid programs. Emphasizes the application of course material to the development of the student's understanding of how these two programs affect the use of medical services among covered populations. Course format includes lecture, group and individual examination of the literature, and analysis of case studies.

Definition of a Credit Hour

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture materials, online quizzes, and blog/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, and the like) for a total of 135 hours.

Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- LO#1: Analyze policy issues within the Medicare and Medicaid programs through reviews.
- LO#2: Formulate answers to beneficiary problems with Medicare through case studies.
- LO#3: Dispute Medicare policy through written assignments.
- LO#4: Illustrate importance of Medicare and Medicaid program to health of older adults.
- LO#5: Critically evaluate research articles.

Required Texts/Readings Textbook

2016 SHICK Handbook found on Blackboard

Other Readings

Additional articles will be available on Blackboard.

Class Protocol

To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to directly visit with me via email, request online office hours or set a time to see me in person.

Students additionally are expected to adhere to the following behaviors due to the online-only format of this course:

- Use of the WSU email address account - - students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact the WSU Help Desk at 978-4357.
- Sign all email correspondences with both first and last name.
- Write "AGE 765" in the subject line of all email correspondences.
- Expect up to a 24 hour delay for response to email correspondences that conform to the above mentioned expectations
- Adherence to general netiquette standards (see [The Core Rules of Netiquette](#)) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind *may* receive expulsion and an automatic F for the course.
- Write your first and last name on all assignments (on the paper itself).
- Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).
- Proper [parenthetical citation](#) is expected as necessary.
- Attach any files as a document in MSWord format.
- Report technical difficulty immediately so that we may work to resolve the issue promptly.
- Don't panic if the Blackboard system is down. Contact your instructor **only** after you first have called the WSU Help Desk at 978-4357 for assistance.
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
- Stay on task! It is easy to procrastinate in an online course because you won't be physically in the classroom each week. Don't fall behind and then expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.

If you have a certifiable disability that requires special equipment, please contact WSU Office of Disability Services at 978-6970 so that arrangements can be made for optimal performance in this course.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
324-350	A	4.00	<i>The A range denotes excellent performance.</i>
315-323	A-	3.70	
303-314	B+	3.30	
289-302	B	3.00	<i>The B range denotes good performance.</i>
279-288	B-	2.70	
268-278	C+	2.30	

254-267	C	2.00	<i>The C range denotes satisfactory performance.</i>
244-253	C-	1.70	
233-234	D+	1.30	
219-232	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
209-218	D-	0.70	
208 or less	F	0.00	<i>F denotes failing performance.</i>

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting. Students are welcome at any time during the semester to meet with the instructor “in-person” during office hours or by appointment.

Using the course materials as a content base, each week the class addresses two unique themes. Within the Blackboard program, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Weekly Schedule section of Blackboard for an outline of the information assigned for the week. The outline will include a list of all of the readings, lectures, and assignments due during the week. As noted in the preceding section on Grading System and Requirements, a significant portion of your grade comes from participation in the Lecture Modules. All course materials can be found in the Course Modules section. Modules are organized by week; two modules will be assigned each week. Remember, that even though this is an 8-week course, we will still cover 16 weeks of material over the course of the semester.

Assignments

ALL Course assignments are due by SUNDAY at 11:59 p.m. during the week in which they are assigned, unless otherwise stated!

Online Participation:

Due weekly!

Each week begins Monday and ends at 11:59 p.m. on Sunday. In each module students will be assigned a Lecture Module. This module is where participation points will be awarded. Each lecture module is worth 10 points. Students may re-take the lecture module as many times as necessary to earn the full 10 points.

Blogs:

Due Weeks 1,2, and 8 -- 10 points each

Throughout the semester, you will submit a blog with a summary (300-500 words) in response to the question posed by the instructor. Blogs are meant to be interactive and they are less formal than discussion boards. Full participation results in 10 points per blog, up to a **maximum of 30 points in this grade category**. Article blog weeks occur during weeks 1, 2, 6 and 8.

- ✓ Post your blog in a **paragraph (4-6 sentences each)**
- ✓ Use proper grammar and spelling
- ✓ **CITE YOUR REFERENCES**
- ✓ Ask a question or respond to **TWO** students during the week
- ✓ Respond to another student or instructor when asked a question

TOTAL blogs equate to 40 points of your course grade.

Case Studies:

Due weeks: 3, 4, 5 and 8 -- 20 points each

The purpose of the case studies is to develop your critical thinking and problem solving skills when it comes to working with a Medicare beneficiary or making assumptions about the Medicare program. Case studies will occur during Weeks 3, 4, 5 and 7. Students will be broken up into groups and will use the Wiki application in Blackboard to discuss and present their case study.

All work should be shown in the Wiki. In order for me to see your work a student must edit the Wiki and not simply comment in the “Comment” box. Students should work with their group frequently in the Wiki in order to come up with an answer to the Case Study. One final response is due per group. Responses should be well thought out and solutions should be

referenced from the SHICK handbook, the lecture materials or other Medicare education resources.

TOTAL Case Studies equate to 80 points of your grade

Medicare Article Reviews:

2 Article Reviews -- Due Weeks 3 and 5, 15 points each

1 Final Article Synthesis due week 7 (4 total articles required for synthesis, however you will only turn in 2 for grading), 50 points

3 Papers = 2 Article Review Papers + 1 Final Synthesis Paper:

The purpose of the article review & synthesis paper assignments are:

1. To allow you the opportunity to select **one area** about the **Medicare or Medicaid programs** for more detailed study.
2. To give you experience in reading critically, and in writing a critical article review.
3. To allow you the opportunity to practice and polish written communication skills.

Consider the article review assignments as if you were preparing to write a term paper. Choose a topic and narrow the topic to meet the requirements of the course. In this course you need to focus on the **Medicare or Medicaid program**. You can choose any topic from the course reading, but be sure you expand what is covered. Once you have your topic you will need to retrieve research articles. A research article tends to have the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures.

Pick 4 professional research articles in the **same area** as if you were going to write a term paper. You complete **ONE** article summary during weeks 3 and 5 for a total of 2 articles. Review the article instructions as described below. The **TWO** additional articles will be needed to complete your final synthesis. The Article Synthesis Paper (summary of your 4 articles) is due in Week 7). Be sure that you summarize the article and do not just copy the article. You will need to synthesize the information into ~ ***5-7 double spaced pages***.

The steps for the article review:

1. Choose a topic about the **Medicare or Medicaid programs** – all 4 articles should address the same topic of Medicare or Medicaid. **INDICATE YOUR TOPIC ON THE FIRST & SUBSEQUENT REVIEWS.**
 2. Pick 4 research articles from professional journals. ("Refereed" means that the article has been formally reviewed and recommended by a group of peer researchers.). A research article typically has the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures. I would like you to **ONLY** use data-based articles which collects data and summarizes the results in the study.
 3. To find an article for your paper:
 - 1) GO TO website for [WSU Library/Online catalog](#):
 - 2) Then type in your key terms to find an research article on the topic you are interested in (EXAMPLE - type: older adults, quality of care, culture, African Americans)
 - 3) On the Left column you will see "LIMIT TO" options. Click: full text, peer reviewed, available to WSU.
 - 4) Also articles that are not older than: 2005
 - 5) Please pick whatever topics you are interested in. The above was just an example and still too broad since over 25,000 articles will appear.
 - 6) Find 4 articles to use for each Assignment (There are 2 Article Review Papers that you will submit for grading this semester, the 3rd paper is to synthesize all 4 of the article review papers you will read. **YOU SHOULD HAVE ALL 4 ARTICLES BEFORE YOU COMPLETE YOUR 1ST REVIEW PAPER!**
 - 7) Please see the following list for appropriate journals, <http://crab.rutgers.edu/~deppen/journals.htm>. These journals may not be accessible to you – but are provided to give you an idea of the ***type*** of acceptable journals. Your best source would be the library electronic databases. (<http://library.wichita.edu/colldev/electrondatabase.htm> or <http://www.ncbi.nlm.nih.gov/pubmed/>). If in doubt, check with the instructor to determine the appropriateness of the article source.
- The following are ****not**** acceptable sources:
- trade press such Good Housekeeping, Time, Newspapers
 - technical reports
 - non-refereed articles found on the World Wide Web.

- non-refereed or lightly-refereed conference articles.
4. **Article Review format:** Use the sub-headings in your review (Introduction, Methods, Results, Discussion, and Conclusion). Points will be deducted if you don't include the items below under each heading.

Below is the Grading Rubric for each Article Review (15 points possible)

INTRODUCTION

- Provide a full APA citation of the article. (1 point)
- Identify the purpose of the article. (2 points)
- Provide an introductory paragraph discussing relevant background to set-up the purpose. (1 point)
- Identify the main points you will be discussing in the body (analysis) of the review. (1 point)

METHODS

- Describe the design of the study, how many subjects were involved, what they did, variables measured. Be specific! (5 points)

RESULTS

- Describe what was learned from the study. Be sure to address each variable discussed in the methods.
- Write an analytical summary of the main findings, arguments, or conclusions of the article / study. Be specific! (5 points)

DISCUSSION

- Discuss the strengths and usefulness of the article / study, the weaknesses, limitations, or problems of the article / study. (1 point)
- Support your analysis with quotations and/or specific examples throughout. (1 point)

CONCLUSION

- Summarize the previous discussion. (1 point)
- Make a final judgment on the value of the article. (.5 point)
- State what you learned from the article and if you recommend it to other students. (.5 point)
- Comment on the future or implications of the research. (1 point)

Additional Deductions:

- Not using the headers required. (2 points)
- Choosing an article that is an article review or literature review. (5 points)
- Choosing a topic other than aging. (10 points, with 1 chance to resubmit)
- Doing an article synthesis for an article review. (Clear attempt, resubmit)

Please see [Owl English Purdue](#) for proper APA citation formatting.

FINAL SYNTHESIS PAPER:

The purpose of the final paper which is a synthesis is to summarize your 4 research articles (already submitted). Use this section to meld all the information reported in the sections and discuss how these work into answering your overall research question. This should be 4-6 page document.

Below is the Synthesis Grading Rubric (50 points possible)

INTRODUCTION

- Provide an introductory paragraph discussing relevant background to set-up the purpose of the paper (3 points)

BODY

- Discuss the specific results that were gained from each study (5 points)
- Discuss the strengths, weaknesses, and limitations of each study (5 points)
- Support your paper with in-text citations. ** (5 points)

CONCLUSION

- Summarize the previous discussion. (1 points)
- Comment on the future or implications of the research. (1 point)

APA Full-Text Citation/References**

- Used proper APA citations NO MISTAKES!! (5 points)

Additional Deductions:

- Any mistakes in grammar or spelling will result in an AUTOMATIC deduction (2 points)
- Not using all four articles (3 points for each article less than 4)
- Doing an article review for an article synthesis. (Clear attempt, resubmit)

******There **IS** a difference between in-text citations and the full-text (reference) citations. Please look it up on-line if you are unsure of what to do for APA style.

TOTAL Medicare Article Reviews and Synthesis equate to 70 points of your grade.

Undergraduate vs. Graduate Credit (for 700 level courses)

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School.

Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Extra Credit

Students have the opportunity to earn up to 20 extra credit points in the course by turning in a Medicare in the News article summary.

Medicare in the News:

Gather 2 current articles regarding the Medicare or Medicaid program. Compare and contrast the articles using the criteria below.

The article should have been published in the last 6 months. It may deal with local, state, or national issues regarding Medicare or Medicaid. Students MUST provide a PDF copy of the article they read and a 1-2 page double spaced reaction essay to the information presented. Reactions should cover the following:

Part 1 Summary:

Write a short summary about the article. Your summary should include:

1. What is happening?
2. Which program is affected?

3. When is this happening or when is it proposed to happen?
4. If your article is an editorial, what are the views of the writer.

Part 2: Reaction

React to the article by answering the following questions. Give examples and explain how your article applies to the Medicare or Medicaid programs.

1. How does your article apply to the Medicare or Medicaid program?
2. What is your reaction/opinion about this article?
3. What perspective is the article written from? (Beneficiary, policy maker, health care provider)
4. How will the information in this article affect the different stakeholders in the Medicare program? (Beneficiary, government, health care provider)

Part 3: Sources

Include a copy of your article as a PDF. Site your source using APA format.

Late Assignments

Late assignments will not be accepted unless the student contacts the instructor PRIOR to the assignment due date and will be up to instructor discretion.

Undergraduate vs. Graduate Credit

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates

For Summer semester 2016 classes begin June, 6, 2016 and end July, 29, 2016. There are no classes on July 4, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services (Suggested)

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation (Suggested)

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members,

Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Tentative Schedule for AGE 765 Summer

Week	Module s	Aligned Goals and Assignments	Points	Due
		Week 1: History of Health Insurance in the US & Creation of Medicare		
1	Mod. 1.1	History of Health Insurance in America Main Competencies: Student is able to explain the history of health insurance in the U.S.		
6/6		1. Identify course assignments. 2. Understand course due dates and expectations. 3. Recognize the evolution of health insurance. 4. Understand the status of health care in each decade (1900, 1910, 1920, 1930, 1940) 5. Describe the social issues that impacted the adoption of socialized health insurance.		
		Reading 1: <ul style="list-style-type: none">• AGE 765 Syllabus and Course Schedule• History of Health Insurance in America and Colorado, pgs 1-12 (Stop at Medicare and Medicaid)		
		Video 1: Sen. Feinstein on the History of Health Insurance in America		
		Lecture Mod 1.1: Syllabus and Course Schedule and History of Health Insurance in America	10pts	SUN 11:59pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 1.1, achieving a score of at least 80%.		
	Mod. 1.2	Establishing the Need for Insurance for the Aged Main Competency: Student is able to explain the need for a social insurance program to provide affordable health coverage to the population aged 65 and over.		
		OBJECTIVES: <ul style="list-style-type: none">1. Recognize the statistics surrounding the aging population (i.e. life expectancy, cause of death, and insurance rates) prior to 1965.2. Understand the economic status of older adults in the early 1960's3. Recognize the insurance options for older adults in the early 1960's.4. Identify the need for social insurance to provide affordable health care to the population aged 65 and over		
		Reading 2: Compilation of Readings from the Social Security Bulletin on the Status of the Aged in the early 1960's <ul style="list-style-type: none">• Who's Who Among the Poor: A Demographic View of Poverty• Income of the Aged in 1962• Old-Age, Survivors, and Disability Insurance: Earnings of Older Workers and Retired-Worker Beneficiaries• Assets of the Aged in 1962• Medical Costs for the Aged in 1962• Health Insurance Coverage of the Aged in 1962		
		Video 2: Retirement in America – Where it Came From (watch to 14:02)		
		Lecture Module 1.2: U.S. Demographics, Income Sources, Medical Costs, and Insurance Rates 1900-1965	10pts	SUN 11:59pm
		Blog #1: Introduce Yourself	10pts	SUN 11:59pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 1.2, achieving a score of at least 80%.		
		Week 2: Creation and Financing of Medicare		
2	Mod. 2.1	Medicare becomes Law of the Land, oh and Medicaid too Main Competency: Student is able to explain the legislative process that led up to the signing of the Mills Bill in July 1965.		
6/13		OBJECTIVES: <ul style="list-style-type: none">1. Recognize the national implications of the creation of Medicare (political, cultural, and social)2. Explain the legislative process that led to the signing of Title XVIII of the Social Security Act.		

		3. Understand how social welfare policy is created. 4. Explain the how Medicaid became part of the Mills Bill.		
		Video 3: JFK-Annis 1962 Medicare debate – Part 1		
		Video 4: JFK-Annis 1962 Medicare debate – Part 2		
		Reading 3: Compilation of Readings on Medicare Legislation <ul style="list-style-type: none"> • Social Security Online History Pages • Forand Bill • The King-Anderson Bill Legislating Medicaid		
		Lecture Module 2.1: Medicare becomes law of the land / Lecture Mod 2.1	10pts	SUN 11:59pm
		Video 5: The Story of Medicare: A Timeline		
		Demonstrate knowledge of main competency by completing Lecture Quiz 2.1, achieving a score of at least 80%.		
Mod. 2.2		Administration and Financing of Medicare Main Competency: Student is able to explain how the Medicare program is administered and financed.		
		OBJECTIVES: <ol style="list-style-type: none"> 1. Explain the administrative history of Medicare. 2. Understand who handles Medicare enrollment. 3. Identify the funding stream for Medicare Part A, B, C & D. 4. Recognize the challenges of keeping Medicare costs down. 		
		Video 6: How Medicare is Financed		
		Reading 4: Compilation of Readings on Administration and Financing Medicare <ul style="list-style-type: none"> • <i>Health Insurance for People Aged 65 and Over: First Steps in Administration</i> • <i>Medicare from the Start to 1998</i> • <i>The Facts on Medicare Spending and Financing</i> <i>Medicare and the Federal Budget: Past Experience, Current Policy, Future Prospects</i>		
LO#1		Blog #2: Legislation, Administration and Financing Medicare vs the ACA	10 pts	SUN 11:59 pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 2.2, achieving a score of at least 80%.		
		Demonstrate knowledge of main competency by completing Blog #2, achieving a score of at least 4 out of 5 on content portion of rubric.		
		Week 3: Original Medicare: Medicare Part A Hospital Insurance and Medicare Part B Medical Insurance		
3	Mod 3.1	Medicare Part A Hospital Insurance Main Competency: Student is able to describe Medicare Part A benefits, enrollment, and payment structure.		
6/20		<ol style="list-style-type: none"> 1. Explain eligibility and enrollment in Medicare Part A. 2. Understand Medicare Part A benefits (inpatient hospital, skilled nursing, home health care, and hospice). 3. Understand a Medicare Part A benefit period.. 		
		Medicare Quiz		
		Video 7: Guide to Medicare Part A and Part B (watch to the .58 second mark)		
		Reading 5: <ul style="list-style-type: none"> • 2016 SHICK Handbook Chapter 3 – Medicare Part A 		
		Lecture Module 3.1: Medicare Part A	10pts	SUN 11:59pm
	LO#1 LO#3	Article Review #1	15 pts	SUN 11:59 pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 3.1, achieving a score of at least 80%.		
	Mod. 3.2	Medicare Part B Medical Insurance Main Competency: Student is able to describe Medicare Part B benefits, enrollment, and payment structure.		
		OBJECTIVES:		

		<p>1. Explain eligibility, enrollment, and premium costs for Medicare Part B.</p> <p>2. Understand Medicare Part B benefits (doctor visits, outpatient services, preventative services, durable medical equipment, ambulance, and home health)</p> <p>3. Understand how Medicare makes coverage decisions.</p> <p>4. Understand billing issues created by Medicare coverage rules.</p>		
		Video 8: Guide to Medicare Part A and Part B (watch from the .58 second mark)		
		Reading 6: <ul style="list-style-type: none"> • 2016 SHICK Handbook Chapter 4 – Medicare Part B • How Medicare Makes Coverage Decisions 		
		Lecture Module 3.2: Medicare Part B	10 pts	SUN 11:59 pm
LO#2 LO#3		Case Study 1 – Medicare A & B Issues	20 pts	SUN 11:59 pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 3.2, achieving a score of at least 80%.		
		Demonstrate knowledge of main competency by scoring a 4 out of 5 on the Demonstrate knowledge of main competency by completing Case Study #1, achieving a score of at least 4 out of 5 on the following three sections of the rubric: <i>Identification or Main Issues/Problems</i> <i>Analysis and Evaluation of Issues/Problems</i> <i>Recommendations on Effective Solutions/Strategies</i>		
		Week 4: Medicare Part C Medicare Advantage and Medicare Part D Prescription Drug Coverage		
4	Mod. 4.1	Medicare Part C Medicare Advantage Plans Competency: Student is able to describe Medicare Part C benefits, enrollment, and payment structure.		
6/27		OBJECTIVES: <ol style="list-style-type: none"> 1. Identify types of Medicare Advantage Plans 2. Demonstrate knowledge of how MA Plans work 3. Explain eligibility requirements and enrollment 4. Recognize rights, protections, and appeals for MA Plans 5. Demonstrate knowledge of Medicare Marketing Guidelines 		
		Video 9: Understanding Medicare Advantage Plans		
		Reading 7: <ul style="list-style-type: none"> • 2016 SHICK Handbook Chapter 5 – Medicare Part D 		
		Lecture Module 4.1	10 pts	SUN 11:59 pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 4.1, achieving a score of at least 80%.		
	Mod. 4.2	Medicare Part D Prescription Drug Coverage Competency: Student is able to describe Medicare Part D benefits, enrollment, and payment structure.		
		OBJECTIVES: <ol style="list-style-type: none"> 1. Explain differences in Medicare Part A, Part B, and Part D drug coverage. 2. Explain eligibility and enrollment requirements. 3. Demonstrate knowledge of how Medicare Part D plans work. 4. Explain Extra Help with drug plan costs. 5. Recognize rights, protections, and appeals for Medicare Part D Plans 		
		Video 10: Medicare Part D and Prescription Drugs		
		Reading 8: <ul style="list-style-type: none"> • 2016 SHICK Handbook Chapter 6 – Medicare Part C 		
		Lecture Module 4.2	10 pts	SUN 11:59 pm
	LO#2	Case Study 2 – Medicare Advantage and Medicare Part D Issues	20 pts	SUN 11:59 pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 4.2 achieving a score of at least 80%.		

		<p>Demonstrate knowledge of main competency by scoring a 4 out of 5 on the Demonstrate knowledge of main competency by completing Case Study #2, achieving a score of at least 4 out of 5 on the following three sections of the rubric: Identification or Main Issues/Problems Analysis and Evaluation of Issues/Problems Recommendations on Effective Solutions/Strategies</p>		
		Week 5: Supplemental Insurance and Other Insurance Options		
5	Mod. 5.1	Supplemental Insurance: Medigap Competency: Student is able to describe Medicare Supplemental insurance benefits, enrollment and payment structure.		
7/5		OBJECTIVES: 1. Explain Medigap policies 2. Identify the types of Medigap plans. 3. Understand rules of purchasing a Medigap plan. 4. Recognize rights, protections, and appeals for Medigap plans.		
		Video 11: Learn About Medigap Plans		
		Reading 9: • 2016 SHICK Handbook Chapter 7 – Medigap Insurance • 2016 Kansas Supplemental Insurance Shopper's Guide		
		Lecture Module 5.1	10 pts	SUN 11:59 pm
	LO#1 LO#3	Article Review #2	15 pts	SUN 11:59 pm
		<i>Demonstrate knowledge of main competency by completing Lecture Quiz 5.1, achieving a score of at least 80%.</i>		
	Mod. 5.2	Other Types of Insurance for Medicare Beneficiaries Including Special Populations Competency: Student is able to describe other ways that a Medicare beneficiary is able to obtain health coverage. Student understands which health program pays first.		
		OBJECTIVES: 1. Identify other types of insurance plans that a Medicare beneficiary may have. 2. Understand Medicare coverage for special populations. 3. Determine who pays medical expenses first (Coordination of Benefits). 4. Understand Medicare Part D Coordination of Benefits		
		Reading 10: • 2016 SHICK Handbook Chapter 9 – Other Health Insurance • Medicare and Other Health Benefits: Your Guide to Who Pays First		
		Video 12: Tricare for Life Video 13: Federal Retiree Health Benefits (watch to the 3:45 mark)		
		Lecture Module 5.2: Other types of Insurance for Retirees	10 pots	SUN 11:59 p.m.
	LO#2	Case Study 3 – Coordination of Benefits with Medicare	20 pts	SUN 11:59 pm
		<i>Demonstrate knowledge of main competency by completing Lecture Quiz 5.2, achieving a score of at least 80%.</i>		
		<i>Demonstrate knowledge of main competency by scoring a 4 out of 5 on the Demonstrate knowledge of main competency by completing Case Study #3, achieving a score of at least 4 out of 5 on the following three sections of the rubric: Identification or Main Issues/Problems Analysis and Evaluation of Issues/Problems Recommendations on Effective Solutions/Strategies</i>		
		Week 6: Medicare Rights and Protections, Claims and Appeals, and Fraud and Abuse		
6	6.1	Medicare Rights and Protections, Claims and Appeals Competency: Student is able to explain the rights and protections of the Medicare		

		program. The student understands how claims are filed and how appeals are made by the beneficiary.		
7/11		<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Explain how Medicare claims are paid under Medicare Parts A, B, C & D. 2. Describe the purpose of the Medicare Summary Notice. 3. Understand how to file a Medicare Appeal. 4. Explain Medicare rights and protections. 		
		<p>Video 14: Medicare & Your Overview of Appeals</p> <p>Video 15: How to Appeal Medicare Denials</p>		
		Reading 11: <ul style="list-style-type: none"> • 2016 SHICK Handbook Chapter 8 – Claims and Appeals • Medicare's Rights and Protections 		
		Lecture Module 6.1: Rights, Protections, Claims & Appeals	10 pts	SUN 11:59 pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 6.1, achieving a score of at least 80%.		
6.2	6.2	<p>Medicare Fraud and Abuse</p> <p>Competency: Student is able to identify what is considered Medicare fraud and abuse and able to explain how to prevent fraud and abuse.</p>		
		<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Define Medicare fraud and abuse. 2. Identify how CMS fights fraud and abuse. 3. Describe how beneficiaries can fight fraud and abuse. 		
		Video 16: Nightline Segment on Medicare Fraud in South Florida		
		<p>Reading 12: Compilation of Readings about Medicare Fraud</p> <ul style="list-style-type: none"> • Protecting Yourself and Medicare From Fraud and Abuse • CMS Fraud Prevention System Identified or Prevented \$210 Million in Improper Medicare Payments in 2nd Year of Operations • Doctors Get Millions From Medicare After Losing their Licenses • Even After Doctors Are Sanctioned or Arrested, Medicare Keeps Paying 		
		Lecture Module 6.2: Medicare Fraud and Abuse	10	SUN 11:59 pm
	LO#3	Blog #3 – Medicare Fraud	10	SUN 11:59 pm
		Demonstrate knowledge of main competency by completing Lecture Quiz 6.2, achieving a score of at least 80%.		
		Demonstrate knowledge of main competency by completing Blog #3, achieving a score of at least 4 out of 5 on content portion of rubric.		
		Week 7: Medicare Reform Issues and the ACA		
7	7.1	<p>Medicare Reform Issues</p> <p>Competency: Student is able to explain Medicare reform ideas and understand the budgetary implications of these reforms.</p>		
7/18		<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify the need for Medicare reform. 2. Explain proposals for Medicare reform. 3. Understand the budgetary implications of these reform issues. 		
		Video 17: Raising the Medicare Eligibility Age		
		Video 18: Discussing the Premium Support Proposal		
		<p>Reading 12:</p> <ul style="list-style-type: none"> • National Health Care and Medicare Spending • Medicare Extra: A Comprehensive Benefit Option for Medicare Beneficiaries • Raising the Eligibility for Medicare to Age 67 • Converting Medicare to a Premium Support Plan • Rethinking Medicare's Benefit Design: Opportunities and Challenges 		

		Lecture Module 7.1 Medicare Reform Issues	10 pts	SUN 11:59 p.m.
		<i>Demonstrate knowledge of main competency by completing Lecture Quiz 7.1, achieving a score of at least 80%.</i>		
7.2		Medicare and the Patient Protection and Affordable Care Act Competency: Student is able to explain how the Patient Protection and Affordable Care Act (ACA) affects Medicare.		
		OBJECTIVES: 1. Identify how the ACA Affects Medicare. 2. Understand Accountable Care Organizations. 3. Describe Medicare rules created by the ACA that apply to hospital payments. 4. Describe Medicaid expansion. 5. Determine who should use the Health Insurance Marketplace.		
		Video 19: Jimmy Kimmel Skit ACA vs Obama Care		
		Video 20: Medicare and the ACA		
		Reading 14: Compilation of readings on the ACA <ul style="list-style-type: none">• ACA and Medicare Fact Sheet• Accountable Care Organization (ACO) Investment Model• Affordable Care Act payment models saves more than \$5 million in first performance year• Aiming for Fewer Hospital U-Turns• How Health Reform's Medicaid Expansion will Impact State Budgets• CBO Finds Health Reform's Medicaid Expansion is Even Better Deal for States• Medicare and the Marketplace		
		Lecture Module 7.2 Medicare and the ACA	10 pts	SUN 11:59 pm
LO#5 LO#4		Article Synthesis (Total of 4 articles)	40 pts	SUN 11:59 p.m.
		<i>Demonstrate knowledge of main competency by completing Lecture Quiz 7.2, achieving a score of at least 80%.</i>		
		<i>Demonstrate knowledge of main competency by scoring a 4 out of 5 on the Demonstrate knowledge of main competency by completing Case Study #4, achieving a score of at least 4 out of 5 on the following three sections of the rubric: Identification or Main Issues/Problems Analysis and Evaluation of Issues/Problems Recommendations on Effective Solutions/Strategies</i>		
		Week 8: Medicaid & Long-Term Care		
8	8.1	Medicaid Competency: Student is able to explain the Medicaid program and how it relates to the Medicare program.		
7/25		OBJECTIVES: 1. Determine how Medicaid is different from Medicare 2. Understand Medicaid eligibility 3. Describe Medicaid programs as they relate to Medicare 4. Determine countable income and resources for Medicaid eligibility		
		Reading 15: <ul style="list-style-type: none">• Creating of Medicaid• Medicaid Primer• 2016 SHICK Handbook Chapter 11 – Medicaid• Kansas Medicaid Fact Sheets<ul style="list-style-type: none">- Spenddown Fact Sheet- Home and Community Based Services- Overview of Programs for Elderly and Persons with Disabilities- MediKan		

		- Estate Recovery - Division of Assets		
		Video 21: Understanding Healthcare costs: Medicaid		
		Lecture 8.1: Medicaid Coverage	10 pts	SUN 11:59 pm
		<i>Demonstrate knowledge of main competency by completing Lecture Quiz Lecture 8.1, achieving a score of at least 80%.</i>		
8.2	Long Term Care Competency: Student is able to explain how Long Term Care is currently paid for and provide information on proposals to include LTC in Medicare.			
	OBJECTIVES: 1. Define Long Term Care and how to be eligible for care. 2. Understand settings in which people may receive long term care. 3. Describe how LTC Insurance works. 4. Discuss options for paying for LTC. 5. Demonstrate knowledge of LTC reform ideas.			
	Reading 16: <ul style="list-style-type: none">• 2016 SHICK Handbook Chapter 10 – Long Term Care• Long Term Care and Medicare• Long Term Care Financing through Social Insurance			
	Video 22: Aging in America: Crisis in Long Term Care			
	Lecture 8.2: Long Term Care	10 pts	THURS 11:59 pm	
LO#2	Case Study 4 – Medicare and the ACA	20 pts	THURS 11:59 pm	
	<i>Demonstrate knowledge of main competency by completing Lecture 8.2, achieving a score of at least 80%.</i>			
	<i>Demonstrate knowledge of main competency by completing Blog #4, achieving a score of at least 4 out of 5 on content portion of rubric.</i>			

WICHITA STATE UNIVERSITY
HUMAN PERFORMANCE STUDIES
AGE/HPS 780 PHYSICAL DIMENSIONS of AGING
FALL SEMESTER 2016
3 Credit Hours
Asynchronous Internet/Blackboard Course

Instructor: Nick Walton
Department: Human Performance Studies
Office Location: HPS Office 106H (Heskett Center)
Telephone: 785-550-6917
Email: Nicholas.walton@wichita.edu
Preferred Method of Contact: Email
Office Hours: By scheduled appointment
Classroom; Days/Time: Online
Prerequisites:

This is an **Asynchronous Internet/Blackboard Course**. All lectures, assignments, quizzes, exams, and course work are conducted online via BlackBoard.

Technology Expectations: Use of Blackboard and email are REQUIRED for this course.
Course website: <http://blackboard.wichita.edu>

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If any changes are to be made they will be communicated through blackboard and email.

Course Description: This course is designed to assist the student in developing an understanding of the complex physiological changes that accompany advancing age and the effects of physical activity on these factors. In addition, the student will develop an appreciation for how functional consequences affect mental and social dimensions of life. Attention will be given to sensory, motor, cognitive, and psychological changes. Special emphasis will be placed on factors associated with the preparation, implementation and evaluation of research projects involving elderly populations.

Required Text

Waneen W. Spirduso, Karen L. Francis, and Priscilla G. MacRae. Physical Dimensions of Aging (2nd edition), Human Kinetics Publishers, Champaign, IL, 2005.

Recommended Texts

Robert Wood Johnson Foundation. National blueprint: increasing physical activity in adults age 50 and older. *Journal of Aging and Physical Activity*, 9, S1-S28, 2001. (**Will be provided**)

Blueprint Partners. Strategic Priorities for Increasing Physical Activity Among Adults Age 50 and Older: The National Blueprint Consensus Conference Report, 2003. (**Will be provided**)

Student Learning Outcomes:

1. Identify and describe key theories of Physical Dimensions of Aging.
2. Identify and differentiate “normal” physiological changes from pathology and disease.
3. Identify lifestyle and physical activity modifications and preventive health care strategies as well as diagnosis and treatment of physiological changes that accompany advancing age.
4. Identify and describe the psychological and social implications of physiological changes with age.
5. Apply knowledge gained in professional and personal situations.

Drop/Add Policy: See the WSU schedule of courses when drops and adds may be processed.

Definition of a credit hour:

3 credit hour class: Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Grading Scale:

Discussion Board Participation (details follow)	=	100 points
Three, 100 point exams (details follow)	=	300 points
Synthesis of Articles (details follow)	=	100 points
National Blueprint Project (details to follow)	=	<u>100 points</u>
TOTAL	=	600 points

600 to 558 points	=	A	461 to 444 points	=	C
557 to 540 points	=	A-	443 to 420 points	=	C-
539 to 522 points	=	B+	419 to 402 points	=	D+
521 to 504 points	=	B	401 to 384 points	=	D
503 to 480 points	=	B-	383 to 360 points	=	D-
479 to 462 points	=	C+	359 or less	=	F

Your work (and thus your grade) should reflect a degree of involvement. The University no longer allows commensurate with your level of schooling. (i.e., undergraduate, graduate, or doctoral level). All students enrolled into a particular course will be graded upon equal measures regardless of their level of schooling.

Important Academic Dates:

For fall semester 2016, classes begin Monday, August 22th, 2016, and end Thursday, December 8th, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is Monday, September 19th, 2016. There are no classes on Friday, December 9th, 2016. The final exam period is Saturday, December 10th through Friday, December 16th, 2016.

Style of Instruction: This class is a freestanding, online experience. There is **NO in-person meeting** – students are welcome at any time during the semester to email or arrange a phone meeting with the instructor.

Using the textbook as a content base, each week the class addresses unique themes within physical dimensions of aging. On Blackboard, you will find pertinent class materials organized by week under the **Yellow “Content” Tab**. The **Course Schedule** is another useful tool to assist with weekly topics, assignments and due dates.

Course Schedule: Fall 2016

<u>WEEK</u>	<u>DATE</u>	<u>Reading(s) / Topic and Assignment</u>
Wk 1	Aug. 22-28	Chapter 1: Quantity and Quality of Life <i>Discussion Board Participation</i>
Wk 2	Aug. 29 - Sept. 4	Chapter 2: Individual Differences <i>Discussion Board Participation</i>
Labor Day	Sept. 5	No Class
Wk 3	Sept. 6-11	<i>National Blueprint: Initiatives to Promote Physical Activity Among Older Adults</i> <i>Discussion Board Participation</i>
Wk 4	Sept. 12-18	Chapter 3: Physical Development and Decline <i>Discussion Board Participation</i>
Wk 5	Sept. 19-25	Chapter 10: Health-Related Quality of Life <i>Synthesis of Articles Due by Sunday, Sept. 25 at 11:59 pm</i>
Wk 6	Sept. 26 - Oct 2	EXAM 1 Chapters 1, 2, 3, 10, and National Blueprint Complete Exam 1 by Sunday, Oct. 2 at 11:59 pm
Wk 7	Oct. 3-9	Chapter 4 : Cardiovascular and Pulmonary Function <i>Discussion Board Participation</i>
Wk 8	Oct. 10-14	Chapter 5: Muscular Strength and Power <i>Discussion Board Participation</i>
Fall Break	Oct. 15-18	Fall Break
Wk 9 and Wk 10	Oct. 19-30	Chapter 11: Physical Function of Older Adults Chapter 12: Physically Elite Older Adults <i>Discussion Board Participation</i>
Wk 11	Oct. 31-Nov. 6	EXAM 2: Chapters 4, 5, 11, and 12 Complete Exam 2 by Sunday, Nov. 6 at 11:59 pm
Wk 12	Nov. 7-13	Chapter 6: Balance, Posture, and Locomotion <i>Discussion Board Participation</i>
Wk 13 and Wk 14	Nov. 14-22	Chapter 7: Behavioral Speed Chapter 8: Motor Coordination & Control <i>Discussion Board Participation</i> <i>National Blueprint Project due by Wednesday, Nov. 23 at 11:59 pm</i>
Thanksgiving Break	Nov. 23-27	Thanksgiving Break
Wk 15	Nov. 28 - Dec. 4	Chapter 9: Health, Exercise, and Cognitive Function <i>Discussion Board Participation</i>

Wk 16	Dec. 5-11	EXAM 3: Chapters 6, 7, 8, and 9 Complete Exam 3 by Dec. 11 at 11:59 pm
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ASSIGNMENTS:

DISCUSSION BOARD PARTICIPATION

Each week begins Monday at 12:00 a.m. and ends at 11:59 p.m. on Sunday. At the start of each week, you will find several questions posted under the **Yellow “Discussion Board” Tab** in Blackboard. The questions relate to content covered in the assigned chapter(s) for that particular week. Each student must generate an “original” posting to **TWO** questions posted by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook and/or **credible** resources. Original postings should be complete by 11:59 p.m. Wednesday of that week. You should read and provide “follow-up” responses to postings made by classmates; **TWO follow-up postings** are required to be posted by 11:59 p.m. Sunday of that week. In follow-up postings, it is acceptable to agree or disagree with a classmate, **BUT** be sure to expand upon your points making it clear **WHY** you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable resources. **Simply** typing, “Ditto” or “I agree” does not constitute a follow-up response. **Incomplete and/or poor quality responses will be graded accordingly.** To earn full participant points all responses must provide correct information, be well thought out, and result from critical thinking. Most questions are based from the reading material in the book, PowerPoint(s), and/or outline. You are expected to use these sources to help answer the questions and provide appropriate support in your responses to classmates. You will not receive points for only agreeing with a classmate.

DISCUSSION BOARD RUBRIC:

The following is a “GENERAL” rubric for points earned for discussion board responses. Specific feedback will be provided during the first few weeks to help shape your answers.

Points	Requirement
1	One follow-up posting in response to a classmates posting. One point will be earned if the response is not well thought out, not grammatically correct, and/or not supported by information in the text, a peer-reviewed article, or a reliable website. Responses earning one point are generally opinion and not supported by fact. Sentence length tends to be 1 to 3 short sentences.
2	One original posting in response to an instructor question. Two points will be earned if the response is not well thought out, grammatically correct, or supported by information in the text or a reliable website. Sentence length tends to be 1 to 3 short sentences.
2	One follow-up posting in response to a classmates posting. Two points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your response to a classmate’s posting. This is not solely an opinion or a general discussion. If you present your opinion it must be support by factual information – from the text, an academic research article or a reliable website. Please provide the source of your support (text, article, or website URL). Sentences tend to be 4-6 lengthy sentences.
3	One original posting in response to an instructor question. Three points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your answer. This is not solely an opinion or a general discussion. If you present your opinion it must be support for factual information – from the text, an academic research article or a reliable website. Please provide the source of your support (text, article, or website URL). Sentences tend to be 7-10 lengthy sentences.

Any combination of the above rubric points can be totaled to obtain your Discussion Board (DB) points. Typical point increments include...

Points	Requirements
4	Two appropriate follow-up postings
5	One original and one follow-up appropriate posting
6	Two appropriate original postings or some failure to follow the above requirements.
7	Some failure to follow the above requirements.
8	Two original and one follow-up posting. Or failure to follow the above requirements.
9	Two original and two follow-up postings. One or more of the postings are too short, failure to support or use citations.
9.5	Two original and two follow-up postings. One or more of the postings are too short.
10	Two original and two follow-up appropriate postings. Postings meet all requirements for full credit. Appropriate response, citation (text, article, or website), and adequate in length. These are well-thought out responses. Original responses tend to be a good full paragraph in the length.

Full participation as defined above (posting two “original” responses and two “follow-up” responses per session) results in up to 10 points per discussion board, up to a maximum of 100 points in this grade category. “Original” posts are worth up to 3 points each and “follow-up” posts are worth up to 2 points each per discussion board. **There are 10 weeks during which Discussion Boards are posted (Weeks: 1, 2, 3, 4, 7, 8, 9, 12, 13, and 15). You need to participate in all 10 Discussion Boards to receive full points in this grade category.**

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally choose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar used in online postings, but do look at your responses before you submit them to the Discussion Board to make sure they are as “clean” as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor and participate in online discussion every Monday and Thursday. The instructor may not always post a comment or reply on each discussion board, but will read each post generated to guarantee accuracy of information.

SYNTHESIS OF ARTICLES: Due by Sunday, Sunday, Sept 25 at 11:59 pm

The purpose of the Synthesis of Articles is:

1. To allow you the opportunity to select **ONE change and/or functional consequence impacting a physiological aspect in older adults.**
2. To give you experience in reading critically, and in writing a critical review of the information.
3. To allow you the opportunity to practice and polish written communication skills.
4. Instructions for this assignment are also found under the **Yellow “Assignment” Tab** in BlackBoard.

After choosing a topic, narrow the topic by, **developing a research question** you will be answering throughout the **synthesis as you review the 3 articles**. [NOTE: **you may use the topic from the synthesis of articles assignment to carry over into your National Blueprint Project – if you so desire.**] Now that you have your topic and research question you will need to retrieve 3 research articles. Pick 3 interesting professional articles from age-related or medical professional journals. Potential journals include (but are not limited to) Gerontologist, Journal of Gerontology, Journal of the American Medical Association, and Medicine & Science in Sports & Exercise. Your best source would be the library electronic databases. (<http://library.wichita.edu/colldev/electrondatabase.htm> or <http://www.ncbi.nlm.nih.gov/pubmed/>). If in doubt, check with your instructor to determine the appropriateness of the article source. *A research article usually has the following sections: Title Page, Abstract, Introduction, method, Results, Discussion, References, and Tables / Figures.*

The following are ***not*** acceptable sources:

- Trade press such as Good Housekeeping, Time, Newspapers
- Review articles
- Non-refereed articles found on the World Wide Web
- Non-refereed or lightly-refereed conference articles

A team of WSU librarians has created an information literacy tutorial to help students understand the research process. The six modules are “Starting your Research”, “Choosing your Topic”, “Using the Catalog”, “Finding Articles”, “Using the Web”, and “Citing Sources”. [Modules](#).

The synthesis of articles is to summarize your 3 research articles in a thought out manner that allows you to meld all the information reported in the 3 articles and discuss how these work into answering your overall research question. *Remember you are to organize the synthesis paper around a research question.* As such, you should develop an argument as to how and why you will answer your research question. As you read your articles think of how you would organize the different (but similar) articles/topics in your synthesis. Try to blend articles with similar findings together. *You don't want little mini-article reviews in this paper, but rather it should be a synthesis of the articles, picking out specific information presented from each article.* In this synthesis you might make one overall statement, **cite a number of articles**, then discuss the articles in more detail. You use the summary/conclusion section to meld all the information reported in the sections and discuss how these work into answering your overall research question. This should be a **3-4 page double spaced document**. Please provide a bibliography, written in APA style, of your 3 research articles in addition to any other articles used to support your research. No cover page required.

Grading:

1. Meet all requirements for length, number of references, citations, and bibliography.
2. Organizational flow and continuity of information; logical presentation of material that does not skip around.
3. Depth of analysis demonstrating new knowledge gained beyond information covered in online classes or the textbook.
4. Ability to bring resolution or conclusion to the synthesis.
5. Spelling and grammar.

Submission of Synthesis of Articles: Click on the **Yellow “Assignment” Tab** in Blackboard. You will find a “Synthesis of Articles” Safe Assign link to download your assignment. **ALL** work is submitted through Safe Assign. See “Academic Honesty” policy further down for more details.

NATIONAL BLUEPRINT PROJECT: Due by Wednesday, Nov. 23 at 11:59 pm

Instructions for this assignment are also found under the **Yellow "Assignment" Tab** in BlackBoard.

During Week 2 – Initiatives to Promote Physical Activity among Older Adults and the *National Blueprint: Increasing Physical Activity in Adults Age 50 and Older*, the information presented addresses the primary purpose for this project. Utilize Week 2 and the National Blueprint website to guide you as you identify your topic and the barriers that need to be addressed.

Background: On May 1st, 2001 in Washington D.C., a coalition of national organizations released a major national planning document in the area of aging and physical activity. *The National Blueprint: Increasing Physical Activity Among Adults Aged 50 and Older* has been developed to serve as a guide for multiple organizations, associations and agencies, to inform and support their planning work related to increasing physical activity among America's aging population. This Blueprint is intended to outline broad strategies that will lead to increasing physical activity among older Americans. The plan was developed with input from more than 60 individuals, representing 46 organizations with expertise in health, medicine, social and behavioral sciences, epidemiology, gerontology/geriatrics, clinical science, public policy, marketing, medical systems, community organization, and environmental issues.

The Blueprint concludes that there is an substantial body of scientific evidence which indicates that regular physical activity can bring dramatic health benefits to people of all ages and abilities, and that this benefit extends over the entire life-course. A major goal of the Blueprint is to identify the principal barriers to physical activity participation in older adults and to outline strategies for increasing physical activity levels throughout the population. The Blueprint identifies specific needs in the areas of research, home and community programs, workplace settings, medical systems, public policy and advocacy, and crosscutting issues.

Several meetings have been held to strategize and prioritize efforts to address the *Blueprint* and many projects have been developed as a result of these meetings.

The Blueprint is in the public domain and may be freely copied and distributed. You may download a copy (.pdf) from www.ageingblueprint.org. You will find this site very helpful for finding additional information related to the Blueprint.

The purpose of this assignment: The Blueprint identifies specific needs in the areas of research, home and community programs, workplace settings, medical systems, public policy and advocacy, and crosscutting issues.

Your Task:

1. Identify a concern/issue pertaining to *the field of physical activity and aging* within a **SPECIFIC** **community** (urban, rural, Wichita, KS; Caledonia, MN; Minneapolis, KS; Dallas, TX...any community you desire to address).

Helpful tip: you may use the same topic/issue for the Synthesis assignment and this Blueprint assignment.

2. In the context of the topic that you have chosen, write a thorough review of the scientific evidence which indicates that regular physical activity can be of benefit to older adults.
3. Again, in the context of the topic that you have chosen, identify the principal barrier(s) to physical activity participation in older adults and develop strategies for each of the barrier(s) identified to assist in increasing physical activity levels through out the aging population.

Please note: You will be expected to demonstrate that you have read widely in the literature. Please type your work and reference sources using APA formatting. **The paper should be between 5-6 pages, double-spaced with a minimum of 15 references (*credible references*).** Cover page and Reference pages do **NOT** count toward the 5-6 page requirement.

Credible references would be; professional articles from age-related or medical professional journals. Potential journals include (but are not limited to) Gerontologist, Journal of Gerontology, Journal of the American Medical Association, and Medicine & Science in Sports & Exercise. Your best source would be the library electronic databases. (<http://library.wichita.edu/colldev/electrondatabase.htm> or <http://www.ncbi.nlm.nih.gov/pubmed/>)

Grading:

1. Meet all requirements for length, number of references, citations, and bibliography.
2. Organizational flow and continuity of information; logical presentation of material that does not skip around.
3. Depth of analysis demonstrating new knowledge gained beyond information covered in online classes or the textbook.
4. Ability to bring resolution or conclusion to the topic or issue presented.
5. Spelling and grammar.

Submission of National Blueprint Project: Click on the **Yellow “Assignment” Tab** in Blackboard. You will find a “National Blueprint Project” Safe Assign link to download your assignment. **ALL** work is submitted through Safe Assign. See “Academic Honesty” policy further down for more details.

EXAMS:

As noted in the syllabus section on Grading System and Requirements, this course includes three exams (Wk6, Wk 11, and Wk 16). Each of the exams can be found under the **Yellow “Exam Folder” Tab**. You may take the exam at anytime **during exam week**, but **MUST** complete the exam by Sunday at 11:59 pm of exam week. **Failure to complete the exam by the end of the scheduled week results in a 10-point (one letter grade) deduction.** If a student should experience a transmission error during the exam due to Internet problems, the student should immediately email the instructor at Nicholas.walton@wichita.edu The instructor will reset the test function within 12 hours, and the student will be expected to resubmit the exam within 24 hours. [Note: FireFox and Safari are recommended for Internet connection while completing the exam. Explore although utilized is known to emit more frequent transmission errors and Internet problems during an exam.]

You have **2 hours or 120 minutes** to complete the **Essay Exam**. *The computer will randomly pick **five** questions, which you **MUST** answer, from a pool of 15+ questions.* Each question is worth up to 20 points for a total of 100 points for the Exam. Make sure you thoroughly answer each question. Because it is impossible to monitor student's use of textbook or other materials during an online exam, the assumption is that you will have these resources available during the test. However, the time frame for both portions of the exam does not allow you to look up every point as you proceed through the test. Therefore, prior study and preparation for the exam is critical. All questions are based off the information provided in the assigned course textbook and/or the National Blueprint document provided. Each exam will only address material covered over that particular time frame. *While you may stay online with a test function for longer than the allotted time 120 minutes for the essay questions, points may be deducted if you go significantly beyond the time limit).*

NOTE: Once you log into the test function you will **NOT** be allowed to minimize the screen, click the refresh button, attempt to open up another program on that particular computer (documents, excel, etc.). The test function will **immediately** lock you out of the system and your test will require you to contact your instructor to have it reset (see reset instructions in first paragraph of Exam Section). If you have notes, outlines, study guide ...etc, saved on the computer you will be using to complete the test, print them off prior to linking in to the test function to avoid being locked out by the test system.

Academic Honesty:

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student’s original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying another student’s paper, creative work, article, or computer work, and submitting it as one’s own original. *Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable.* With respect to term papers, if students use direct wording from another source, they should put the information in quotations marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: your assignments will be submitted through Safe Assignment. Safe Assignment is a highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignments matches student papers with every document on the Internet and with many electronic document databases, including “paper mill” databases, “term paper for sale” sources, and every paper submitted for a Wichita State University course. Safe Assignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With Safe Assignment, instructors are able to create special “**draft assignments**” letting students see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. Safe Assignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. Cheating on exam – As noted in an earlier section of the syllabus, the online exams for this class assume that student WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)

3. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

Undergraduate vs. Graduate Credit (for 700 level courses)

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

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Title IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff

member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: <http://www.wichita.edu/thisis/home/?u=titleixf>

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.



AGE 781 Cooperative Education Field Study Master Syllabus

Instructor:	Nicole L. Rogers, PhD
Department:	Public Health Sciences
Office Location:	135 Ahlberg Hall
Telephone:	316.978.6684
Email:	nicole.rogers@wichita.edu
Preferred Method of Contact:	email
Office Hours:	Tuesday & Thursday 1:00 to 3:00 p.m.
Classroom; Days/Time:	Arranged

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences. Penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or university level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Course Description

Provides practical field experience, under academic supervision, that is suitable for graduate credit and complements and enhances the student's academic program. Repeatable up to 6 hours. These 3 to 6 hours may meet degree requirements (if approved by the academic advisor) in place of AGE 810. AGE 781 is graded *Cr/NCr*, while AGE 810 is letter graded. Prerequisites: 12 hours of aging studies and instructor's consent.

Definition of a Credit Hour

This course is one (1), two (2), or three (3) credit hours depending upon how much you are planning to work. One (1) credit hour for field placement is defined as at least forty-five (45) hours of supervised work each semester.

Measurable Student Learning Outcomes

This course is designed to provide practical experience in several age-related agencies.

The student is expected to:

1. Obtain practical experience at a number of organizations that would include, but not limited to:
 - a. Senior centers
 - b. Senior service organizations
 - c. Area and state agencies on aging
 - d. Housing

- e. Public, non-profit and corporate settings
 - f. Educational settings
 - g. Health and long term care facilities
3. Dress, act, speak, react, and perform professionally, enthusiastically, and responsibly.
4. Complete all requirements and objectives on schedule.
5. Be a role model and representative for the organization as well as WSU.

Obtaining a Cooperative Education Position

To establish your Cooperative Education position, please Karen Pickert in the Cooperative Education Office which is located in Brennan Hall III. She can be reached at Karen.pickert@wichita.edu or 316-978-6987.

- Complete the requirements listed below. If you have questions, please call or email Karen.
- Maintain contact with your faculty advisor, and complete your academic requirements when due.
- All electronic correspondence with the Co-op office will be done through your WSU email account.

Learning Objective Agreement (LOA)

The LOA is due on Monday September 19, 2016

1. The form will be emailed to you, please fill out your Learning Objective Agreement electronically.
2. Consult with your advisor, in person or electronically, and **enter 3 objectives and details of your project** in the Faculty Advisor Project section.
3. E-sign and “submit” your LOA. Email it to your worksite supervisor. After all signatures are typed in, email it to Karen.pickert@wichita.edu
4. Please let your worksite supervisor know that you will be sending this LOA, so that your supervisor can review your objectives for the semester and know what you want to accomplish. Please keep a copy of your LOA for your reference.

Student Conduct

Students are expected to arrive at their positions as scheduled and on time, be prepared, remain attentive, observe appropriate worksite decorum (e.g., cell phone etiquette, professionalism), and fully participate in the assigned activities.

Attendance and Participation

Students are expected to fulfill their commitment to their employer at the worksite, and arrive at work before the expected time each day. It is the student's responsibility to inform their supervisors in a timely manner when an unavoidable absence occurs. Students are expected to have only one or two absences each semester. If a third or more absence is unavoidable, please email or call Karen Pickert to clarify the reason(s) for the absence(s).

Grading Scale

This is a credit/no credit course. The following list of requirements must be completed in order to receive credit for this course. These items, plus the project which you and your advisor have agreed upon, are due before the end of the semester.

Assignments

Self-Evaluation: The self-evaluation will be emailed to you in November, fill out your Self-Evaluation and respond to each question. This is a tool that we use to find how well the Co-op program met your educational needs.

Final Project: Complete the final project and turn it into your Co-op Faculty Advisor on the date that was determined. Your faculty advisor (Dr. Rogers) will review your project and other listed requirements and assign you a credit/no credit grade for the course.

Important Academic Dates

For fall semester 2016, classes begin Monday, August 22th, 2016, and end Thursday, December 8th, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is Monday, September 19th, 2016. There are no classes on Friday, December 9th, 2016. The final exam period is Saturday, December 10th through Friday, December 16th, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

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students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Tentative Schedule for 15 week class

You will state your work schedule for this cooperative education experience on the approval forms and you are expected to be at your internship site during those times.



Course Syllabus

INSTRUCTOR Jacie L. Green, MA

CONTACTS

Email	jacie.green@wichita.edu (E-mail is the best way to contact me)
Office	Ahlberg Hall, Rm 135A
Office Phone	316-978-5652
Office hours	Mondays 1:00pm-3:00pm & on Blackboard Collaborate as needed
Classroom	Online instruction

CONTACTING INSTRUCTOR

- ✓ Please utilize your **WSU E-mail**
- ✓ I will respond within 24-48 hours during weekdays; anything sent over the weekend, I may not reply until Monday morning
If you are working on an assignment due by Sunday night, please contact me **before** the weekend with any questions
- ✓ If you have not received a response from me after 48hrs, please resend your E-mail and/or make a phone call

REQUIRED TEXT *Aging and the Life Course* – Sixth Edition, by Jill Quadagno, McGraw-Hill Publishing, 2014

Writing Empirical Research Reports – Eighth Edition, by Fred Pyrczak and Randall Bruce, Pyrczak Publishing, 2014

RECOMMENDED (BUT NOT REQUIRED) RESOURCE

Regular student membership in the Gerontological Society of America, for \$65.00 per year (includes online access to all journals published by the society). Membership form at www.geron.org

HOW TO USE THIS SYLLABUS

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COURSE DESCRIPTION

Introduction to the advanced study of the process of aging from a multidisciplinary point of view. Not open to students with an undergraduate major or minor in aging studies. Prerequisite: admission to Graduate School.

DEFINITION OF ONLINE CREDIT HOUR (IIE)

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments and exams) for a total of 135 hours.

UNDERGRADUATE VS. GRADUATE CREDIT

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- LO 1. Identify the myths and realities surrounding aging
- LO 2. Examine societal implications of aging trends in America and around the world
- LO 3. Apply knowledge gained in professional and personal situations
- LO 4. Employ analytical skills for the evaluation of age-related research
- LO 5. Assemble age-related research to connect knowledge gained with current literature in the field of aging

STYLE OF INSTRUCTION

This class is a freestanding, online experience. There is NO in-person meeting. Each week begins Monday and ends at 11:59 p.m. on Sunday. Weekly announcements and reminders will be posted on Blackboard regarding the required content/assignments for each week. Students are welcome at any time during the semester to meet with the instructor in-person. Blackboard collaborate and phone calls are also encouraged.

Using the textbook as a content base, each week the class addresses unique themes. Within Blackboard, you will find pertinent class materials organized by module. At the start of each week:

- **Look in the Modules tab of Blackboard for all module materials organized by weeks.**
- Within each weekly module, you'll find everything you are expected to do that week.
- ALL content is organized by weekly module (only content not included in modules are the extra credit submissions).
- This includes any additional readings, lectures, quizzes, participation activities, assignments, and exams.

GRADING SYSTEM AND REQUIREMENTS

Participation – Forums (fifteen), 10pts each	=	150 points
Journals (six), 10pts each	=	60 points
Annotated bibliographies (two), 20pts each	=	40 points
Title Page/Intro Draft (one)	=	50 points
Term paper (one)	=	<u>100 points</u>
TOTAL	=	400 points

GRADING SCALE

400 to 370 points	=	A	305 to 290 points	=	C
369 to 358 points	=	A-	289 to 278 points	=	C-
357 to 346 points	=	B+	277 to 266 points	=	D+
345 to 330 points	=	B	265 to 250 points	=	D
329 to 318 points	=	B-	249 to 238 points	=	D-
317 to 306 points	=	C+	237 or less	=	F

EXTRA CREDIT

As outside of class extra credit opportunities arise, they will be announced in Blackboard. Students may participate and potentially earn up to fifteen points of extra credit throughout the duration of the semester (typically 5pts per extra credit activity).

INCOMPLETES

An incomplete will only be granted to students who have completed at least 75% of the workload and have approached me at some point during the semester with reasoning for not being able to complete the remaining 25% of the course (e.g. family emergency, serious illness). At which point, an Incomplete will be given as a grade and the student will have a set amount of time to finish the course. Incompletes will not be granted to students who have completed less than 75% of the course or students who have not been in communication with me regarding their inability to finish the course.

TROUBLE SHOOTING

If you are having difficulties with Blackboard, your first contact should be the Help Desk, #978-HELP. There is also a One Stop link in the main page of Blackboard Institution, and a “One Stop (Support)” tab and “Help” tab in the Blackboard course. If you are still having difficulty, contact the instructor immediately.

You should access Blackboard via, www.blackboard.wichita.edu it is not advised to log in through mywsu portal, as it could time out the session and unexpectedly kick you out of what you have been working on.

ACADEMIC HONESTY

Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty policy](#). Further policy specific to this course and associated penalties can be found at the end of this syllabus. Please review.

PARTICIPATION & ASSIGNMENTS

FORUMS | Fulfils LOs 1-3

- You will find a link to Forums within the module folder for the week there is a forum due
- At the start of each week, you will be expected to make an **original post** to the provided topic by **Thursday at 11:59pm**
- You will then be expected to return to the forum later and make a **response post** to at least one (1) other student by **Sunday at 11:59pm** – do not post both times in the same setting. Come back to the forum later to allow for more interaction to occur
- The topic will relate to the content covered that week

An appropriate original post includes: well-thought out, grammatically correct, and use of proper web etiquette (i.e. type your post as you would any paper).

- ✓ Your postings should be a full paragraph, **4-6 complete sentences**
- ✓ Must provide the source of your information when asked to provide a source

An appropriate response includes: well-thought out, grammatically correct, and use of proper web etiquette (i.e. type your post as you would any paper).

- ✓ This is an opportunity to provide your opinion in response to another student's entry, but do so with **4-6 complete sentences**
- ✓ A response question will be asked of you directly, to help guide your response
- ✓ It is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. Simply typing, "Ditto" or "I agree" does not constitute a follow-up response. **Incomplete and/or poor quality responses will receive 0pts.**

There is a rubric provided in Blackboard so you know exactly what is expected of you during Group Forums

PARTICIPATION IN REVIEW

The week will run from Monday morning to Sunday night at 11:59pm

Don't post everything in one sitting, allow for more opportunities for response throughout the week.

Original Post due before **Thursday** by 11:59pm

Response Post to another student is due before **Sunday** by 11:59pm

JOURNALS | Fulfills LOs 4 & 5

To become familiar with finding age-related research articles, the first half of the semester includes keeping a journal of literature you've found. These articles should be related to your term paper topic, so you can apply these same articles to your term paper in the second half of the semester.

- During weeks 3-8, you will present an article you have found that is related to your term paper topic
- This allows you to search the literature for aging research related to your term topic of choice
- Each journal entry will contain:
 - ✓ Correct APA citation of the article
 - ✓ A brief descriptive and evaluative paragraph (about 150 words) of the article:
 - Explain the purpose of the article
 - Explain article's primary methods
 - Present the results
 - Discuss strengths & weaknesses, any limitations
 - Explain how it contributes to your term paper topic
 - ✓ Must provide a working link to the article or attach the article to your journal as a PDF file
- The basis for each bullet above comes from the required text, *Writing Empirical Research Reports*. Please refer to that text and/or review of week 2 lecture as necessary if you have questions about each section.
- A total of six articles will be journaled during the first half of the semester. If you choose your articles wisely, then you'll already have six of the twelve required sources for your term paper. And you'll have your first set of six sources for the annotated bibliography!

Tips for finding appropriate research articles

- Seek an older adult study, 50+ population is a good sample to study (or a life span study is good)
- Topic of the article must be related to the corresponding unit
- A research article is typically easy to spot. Look for the following sections:
 - ✓ Abstract
 - ✓ Introduction
 - ✓ Methods
 - ✓ Results
 - ✓ Discussion
 - ✓ Conclusion
 - ✓ References

The following are ***not*** acceptable sources:

- Trade press such Good Housekeeping, Time, Newspapers
- Technical reports
- Non-refereed articles found on the World Wide Web.
- Non-refereed or lightly-refereed conference articles.

Please see the following list for appropriate journals, <http://crab.rutgers.edu/~deppen/journals.htm>. These journals may not be accessible to you – but are provided to give you an idea of the **type** of acceptable journals. Your best source would be the library electronic databases. (<http://library.wichita.edu/colldev/electrondatabase.htm> or <http://www.ncbi.nlm.nih.gov/pubmed/>).

If in doubt, check with your instructor to determine the appropriateness of the article source.

A PDF explaining how to search the journal database can be found in Blackboard. An example of an appropriate research article can also be found in Blackboard.

There is a rubric provided in Blackboard so you know exactly what is expected of you during journals

ANNOTATED BIBLIOGRAPHIES | Fulfills LOs 4 & 5

An annotated bibliography is the list of citations you will be using for your paper. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. These are to be written just like you did for the first six journals of the semester. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. This is an exercise to help you find the important information needed for the paper.

Format as follows:

- ✓ Correct APA citation of the article
- ✓ A brief descriptive and evaluative paragraph (about 150 words) of the article:
 - Explain the purpose of the article
 - Explain article's primary methods
 - Present the results
 - Discuss strengths & weaknesses, any limitations
 - Explain how it contributes to your term paper topic

Please see the following websites for guidance:

- [Owl Purdue Online Writing Lab](#)
- [Cornell University Library](#)

The term paper must include a **research question**. The textbook by Pyrczak and Bruce covers the definition and explanation of a research question. Having identified a research question, the student then precedes to use the professional/academic resources to "answer" the research question to the extent possible. You are to propose your initial research question during **Week 9** and then a refined research question if necessary (instructor will provide feedback) during **Week 12**. The term paper will also include, as part of the conclusion, ideas for additional research studies that would help answer the research question.

Bibliography Rules:

- Only four of the references can come from websites.
- The remaining eight references MUST be from professional/academic journals.
- Use every reference at least once.
- Your final paper can contain 1 or 2 new sources that ended up being vital to supporting an idea that comes up during the final draft and that you did not include in either annotated bibliography.
- References should be listed in alphabetical order

Due Week 9 | research topic and research question followed by an annotated bibliography for sources 1 through 6.

Due Week 12 | refined topic and refined research question followed by an annotated bibliography for sources 7 through 12.

TERM PAPER | Fulfills LOs 4 & 5

The purpose of the term paper is to allow students the opportunity to select an age-related topic for more detailed study.

The term paper should be a **synthesis of the articles you choose**. Remember you are to organize your paper around a research question. As such, you should develop an argument as to how and why you will answer your research question. As you read your articles think of how you would organize the different (but similar) articles/topics in your paper.

Format as follows:

- **Title Page**, which includes the student's name (the title page is counted as one of the mandatory pages)
- **Introduction** - one or two paragraphs explaining why the topic selected deserves study. While some of you will pick a topic for personal reasons, do not write your paper in the "first" person. This is to be a term paper, not a personal essay.
- **Analysis of Articles** - in the analysis, students must demonstrate the new knowledge gained from the readings. This must go beyond information covered in Bb discussions and the textbook.
- **Summary** - two to three paragraphs to draw conclusions and bring closure to the paper.
- **Bibliography**, written in APA style (the bibliography page is counted as one of the mandatory pages). Students need to document quotations, statistics, or other definitive information used in the body of the paper. Use every reference at least once. You must use the APA standard for references.

Your paper will cover one overall theme, but likely will have a number of sections used to make the argument for your paper. Within each section you will then discuss articles relevant to that section. **Try to blend articles with similar findings together. You don't want little mini-article reviews, but rather it should be a synthesis of the articles, picking out specific information presented from each article. During analysis of articles, you might make one overall statement, cite a number of articles, and then discuss the articles in more detail. You use then use the summary/conclusion section to meld all the information reported in the sections and discuss how these work into answering your overall research question.

Here are some points you may want to make as you discuss your articles during the analysis section:

- ✓ Write an analytical summary of the main findings, arguments, or conclusions of the article / study.
- ✓ Identify the purpose of the article.
- ✓ Explain how it is interesting and important to your research question.
- ✓ In the more important articles you could briefly describe the methods, design of the study, how many subjects were involved, what they did, important variables, etc.
- ✓ Describe the results / what was found.

Here are some points you may want to make as you discuss your articles in the summary/conclusion section:

- ✓ Summarize the previous sections.
- ✓ Discuss the strengths and usefulness of the article / study.
- ✓ Discuss the weaknesses, limitations, or problems of the article / study.
- ✓ Comment on the future or implications of the research.

Requirements as follows:

- 13-15 pages in length (typed, double spaced, 1" margins, no larger than 12 pt. font)
- Use at least 12 different professional/academic resources. Only four of the references can come from websites. The remaining eight references MUST be from professional/academic journals. Use every reference at least once.
- The paper must be an original work prepared for this class. Submission of the same paper to other professors (during this semester or past semesters) will invalidate the work, and result in 0 points for the paper.

Due Week 14 | Draft of your **Title Page & Introduction** due Sunday by 11:59pm

Due Week 16 | Monday December 12th by 11:59pm

There is a rubric provided in Blackboard so you know exactly what is expected of you in this term paper

LATE ASSIGNMENT POLICY

Any of the above participation & assignments submitted late will be deducted points as indicated on the rubric. If one full week has passed beyond the due date for any of the above, a zero will be assigned.

I understand life happens, but moral of the story, complete your work on time.

IMPORTANT ACADEMIC DATES

For the fall semester, view the [current academic year calendar](#) for all dates and deadlines.

Spring 2017 classes begin xxxx and end May xxxxxx. **The last date to drop a class and receive a W (withdrawn) instead of F (failed) is xxxxx.** Spring break occurs March xxxxx. The final exam week begins xxxxx.

DISABILITIES

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316) 854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

COUNSELING & TESTING

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

DIVERSITY & INCLUSIVE

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

INTELLECTUAL PROPERTY

Wichita State University students are subject to [Board of Regents and University policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

SHOCKER ALERT SYSTEM

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. [Sign up for alerts!](#)

ACADEMIC HONESTY

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying the outlines, another student's paper, creative work, article, or computer work, and submitting it as one's own original. *Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable.* With respect to article reviews and the final synthesis, if you use direct wording from another source, you should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: all assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting you see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. Cheating on exams – As noted in an earlier section of the syllabus, the online exams for this class assume that students WILL have access to their books and notes while taking the exam. Therefore, the key issue that constitutes cheating on exams is viewing (or allowing another person to view) questions appearing on an exam before all individuals involved have taken the exam. (For example, Bill takes the exam, while Mary reads the questions over his shoulder. Two days later, Mary takes the exam. This constitutes cheating on the part of both Bill and Mary.)
3. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

COURSE SCHEDULE

Week	Chapters	Content & Assignments		Points	Due
1	Ch. 1	The Field of Social Gerontology			
8/22		Intro Lecture	Introduction to Course		
		Required Read	Chapter 1 of <i>Aging & Life Course</i>		
		Required Read	APA References Basics		
		Assignment	Week 1 Class Blog – Introduce Yourself	10pts	Sun 11:59pm
		Assignment	Week 1 Forum	10pts	Thurs/Sun
2		Overview of Empirical Research			
8/29		Required Read	Skim all chapters of <i>Writing Empirical Research Reports</i>		
		Lecture	Research Assignments		
		Course Quiz	APA Citation Quiz	10pts	Sun 11:59pm
		Assignment	Week 2 Forum	10pts	Thurs/Sun
3	Ch. 2	Life Course Transitions			
9/5		Required Read	Chapter 2 of <i>Aging & Life Course</i>		
		Assignment	Week 3 Literature Journal #1	10pts	Thurs 11:59pm
		Assignment	Week 3 Forum	10pts	Thurs/Sun
4	Ch. 3	Theories of Aging			
9/12		Required Read	Chapter 3 of <i>Aging & Life Course</i>		
		Assignment	Week 4 Literature Journal #2	10pts	Thurs 11:59pm
		Assignment	Week 4 Forum	10pts	Thurs/Sun
5	Ch. 4	Demography of Aging			
9/19		Required Read	Chapter 4 of <i>Aging & Life Course</i>		
		Assignment	Week 5 Literature Journal #3	10pts	Thurs 11:59pm
		Assignment	Week 5 Forum	10pts	Thurs/Sun
6	Ch. 5	Old Age and the Welfare State			
9/26		Required Read	Chapter 5 of <i>Aging & Life Course</i>		
		Assignment	Week 6 Literature Journal #4	10pts	Thurs 11:59pm
		Assignment	Week 6 Forum	10pts	Thurs/Sun
7	Ch. 6	Biological Perspectives on Aging			
10/3		Required Read	Chapter 6 of <i>Aging & Life Course</i>		
		Assignment	Week 7 Literature Journal #5	10pts	Thurs 11:59pm
		Assignment	Week 7 Forum	10pts	Thurs/Sun
8	Ch. 7	Psychological Perspectives on Aging			
10/10		Required Read	Chapter 7 of <i>Aging & Life Course</i>		
		Assignment	Week 8 Literature Journal #6	10pts	Thurs 11:59pm
		Assignment	Week 8 Forum	10pts	Thurs/Sun
9	Ch. 8	Family Relationships and Social Support Systems			
10/17		Required Read	Chapter 8 of <i>Aging & Life Course</i>		
		Assignment	Week 9 Forum	10pts	Thurs/Sun
		Assignment	Annotated Bibliography sources 1-6	20pts	Sun 11:59pm
10	Ch. 9	Living Arrangements			
10/24		Required Read	Chapter 9 of <i>Aging & Life Course</i>		
		Assignment	Week 10 Forum	10pts	Thurs/Sun
11	Ch. 10	Work and Retirement			
10/31		Required Read	Chapter 10 of <i>Aging & Life Course</i>		
		Assignment	Week 11 Forum	10pts	Thurs/Sun
12	Ch. 11	Health and Health Care			
11/7		Required Read	Chapter 11 of <i>Aging & Life Course</i>		
		Assignment	Week 12 Forum	10pts	Thurs/Sun
		Assignment	Annotated Bibliography sources 7-12	20pts	Sun 11:59pm
13	Ch. 12	Caring for the Frail Elderly			
11/14		Required Read	Chapter 12 of <i>Aging & Life Course</i>		

		Assignment	Week 13 Forum	10pts	Thurs/Sun
		Assignment	Title Page & Introduction (Draft)	50pts	Sun 11:59pm
THANKSGIVING BREAK					
14	Ch. 13	Dying, Death, and Bereavement			
11/28		Required Read	Chapter 13 of <i>Aging & Life Course</i>		
		Assignment	Week 14 Forum	10pts	Thurs/Sun
15	Ch. 16	The Politics of Aging			
12/5		Required Read	Chapter 16 of <i>Aging & Life Course</i>		
		Assignment	Week 15 Forum	10pts	Thurs/Sun
16	Finals				
12/12		Submit Term Paper by Monday, Dec. 12th 11:59pm		100pts	Monday, Dec. 12th 11:59pm



AGE 801 Field Research in Aging Studies, Master Syllabus

Instructor:	Nicole L. Rogers, PhD
Department:	Public Health Sciences
Office Location:	135 Ahlberg Hall
Telephone:	(316) 978-6684
Email:	nicole.rogers@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:00 to 3:00

How to use this Syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Course Description

An examination of the methods of participant observation and interview as approaches to understanding aging and the aged. Students gain practical experience in these methods through individual fieldwork projects. Prerequisite: AGE 798, 12 hours of aging studies credit, or instructors consent.

Definition of a Credit Hour

Success in this 3 credit hour independent study is based on the expectation that students will spend, for each unit of credit, 35 hours over the length of the course (approx. 45 hours of research and writing for each unit of credit) for a total of 135 hours.

Measurable Student Learning Outcomes

The Field Research in Aging Studies is designed to provide research exposure in the field. Students experience a variety of research-related projects as well as bridge their academic studies with a research experience. Field research projects are individually designed to enhance the learning needs and career goals of each student.

- LO#1 Critically evaluate research articles or creative work in the field;
- LO#2 Integrate core critical abilities, including critical and/or creative thinking, as well as analytical and communication skills
- LO#3 Produce an independent piece of scholarship/work that demonstrates intensive study of a specific topic, research problem, or creative method

Class Protocol

During the semester before the field research, the student is expected to contact their faculty advisor and indicate his/her interest in planning a field research experience. This should take place as early as possible during the previous semester. At this time, the student's needs, goals and career objectives will be discussed, as well as the number of credit hours desired.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are

assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
100 - 93	A	4.00	<i>The A range denotes excellent performance.</i>
92 - 90	A-	3.70	
89 - 87	B+	3.30	
86 - 83	B	3.00	<i>The B range denotes good performance.</i>
82 - 80	B-	2.70	
79 - 77	C+	2.30	
76 - 73	C	2.00	<i>The C range denotes satisfactory performance.</i>
72 - 70	C-	1.70	
69 - 67	D+	1.30	
66 - 63	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
62 - 60	D-	0.70	
59 - 0	F	0.00	<i>F denotes failing performance.</i>

Assignments

Assignments will vary by semester and the scope of the project.

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

Disabilities

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political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	LO#1	Meet with Faculty mentor to define project, assign parameters and schedule of reading, work, etc.
2	LO#1	Meet with Faculty mentor to define project, assign parameters and schedule of reading, work, etc.
3	LO#1	Student works on reading, project work, etc.
4	LO#1, LO#2	Student works on reading, project work, etc.
5	LO#1, LO#2	Student works on reading, project work, etc. Meet with faculty mentor and submit work.
6	LO#1, LO#2	Student works to complete project.

7	LO#1, LO#2	Student works to complete project.
8	LO#1, LO#2	Student works to complete project.
9	LO#1, LO#2	Meet with faculty mentor. Student works to complete project.
10	LO#1, LO#2	Meet with faculty mentor. Student works to complete project.
11	LO#1, LO#2	Meet with faculty mentor. Student works to complete project.
12	LO#1, LO#2	Meet with faculty mentor. Student works to complete project.
13	LO#1, LO#2	Meet with faculty mentor. Student works to complete project.
14	LO#1, LO#2	Meet with faculty mentor. Student works to complete project.
15	LO#1, LO#2	Meet with faculty mentor. Student works to complete project.
16	LO#3	Submit final project.



AGE804, Aging Programs and Policies (fully online), Spring, 2016

Instructor:	Amy K. Chesser, PhD
Department:	Public Health Sciences
Office Location:	106G. Ahlberg Hall
Telephone:	316-978-3072
Email:	Amy.chesser@wichita.edu
Preferred Method of Contact:	email
Office Hours:	(Tuesday – Thursday mornings)
Classroom; Days/Time:	Online
Prerequisites:	AGE798/12 hours or instructor approval

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Changes to the syllabus will be posted in the course Announcements tab.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected the professor will contact the student(s) involved.

Course Description

Analyzes and evaluates policies and programs related to aging and old age. Emphasizes the importance of social values and historical context for understanding current policies, programs and practices.

Prerequisite: AGE 798, 12 hours of aging studies, or instructor's consent.

Definition of a Credit Hour

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, blogs, journals and participation assignments) for a total of 135 hours.

[Click here](#) for the policy and examples for different types of courses and credit hour offerings.

Measurable Student Learning Outcomes

Upon completion of this online course, the successful student will be able to:

1. Describe basic principles regarding policy analysis.
2. Describe and discuss current policy analysis principles and age-related issues.
3. Critically evaluate current policy elements for a specific policy which impacts older adults.
4. Create a plan to address a current social problem or policy for older adults.

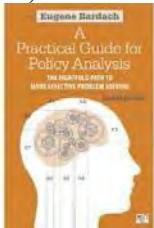
Required Texts/Readings Textbook

The required text books are available through the WSU library or online through various vendors.

The New Politics of Old Age Society by Robert Hudson



A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving Bardach, E., 2012 (4th edition)



Other Readings

Readings will be made available via Blackboard.

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change by the professor as the semester evolves.

Class Protocol

As with other distance courses taught in the Department of Public Health Sciences at Wichita State University will be relying heavily upon the Blackboard (Bb) platform. As such, you should be planning to check the various sections of our course's site (particularly the announcements, course materials, and blog sections) with great regularity.

- The bulk of our interaction as a class will take place as asynchronous threaded discussion on our various blog (DB) forums. From time to time I will create additional discussion forums to address specific topics, but for the most part there will be weekly forums created to discuss the reading for that particular week. Depending on the size of our class, I may split up the class into smaller groups for discussions of the reading.
- In the weekly discussion forums, I will be requiring you to post a thoughtful, thematic, critical, and synthetic response of at least two solid paragraphs to the readings assigned for that week and any deliverables mentioned in the weekly assignment. This response should be written to stake out your own reasoned position and to stimulate insightful and productive scholarly dialogue. Your response should be followed by at least two provocative and insightful questions. I have high expectations regarding your level of participation (see "class participation" section, below), and that level of participation should be amply reflected in your weekly posting behavior.
- Please, help me with the grading process by placing your name, the week, a page number and the title of the assignment in the "header" at the top of each page.

Each week the class will address unique themes in Aging Programs and Policies. Within Blackboard, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents for information assigned for the week.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: grading is detailed in the chart below.*) Success in this 3 hour credit course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Points	Letter grade	Grade Points	Interpretation
324-350	A	4.00	<i>The A range denotes excellent performance.</i>
314-323	A-	3.70	
303-313	B+	3.30	
289-302	B	3.00	<i>The B range denotes good performance.</i>
279-288	B-	2.70	
268-278	C+	2.30	
254-267	C	2.00	<i>The C range denotes satisfactory performance.</i>
244-253	C-	1.70	
233-243	D+	1.30	
219-232	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
209-218	D-	0.70	
208 Below	F	0.00	<i>F denotes failing performance.</i>

Assignments

Online Participation (100 points):

Each week begins Monday and ends at 11:59 p.m. on Sunday. At the start of each week, students will find several questions posted in the weekly Course Documents section of Blackboard. The questions relate to content covered in the assigned chapters, readings and videos. Participation is a LARGE percentage of your final grade. Reading the assigned work and watching the assigned videos in addition to providing thorough, high-quality posts is very important, DO NOT take participation lightly.

Each week begins Monday and ends at 11:59 p.m. on Sunday. Each week, you will complete either a journal or a blog assignment.

- 1) Journal: The purpose of the journal assignment is to provide students with the opportunity to reflect on information provided in the course materials (text book and published articles) regarding a weekly topic. The journal exercise is to provide evidence of the student's skills in critical thinking, written communication, and articulation of knowledge provided through the text book. Students will be graded on the quality of the writing, use of citations and ability to synthesize information from the course materials.
- 2) Blog: you will find several questions posted in the Blog. The questions relate to content covered in the assigned chapter. You must generate an "original" posting to ALL questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook and course materials. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding week. You should read and provide "follow-up" responses to postings made by classmates; THREE follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week. In follow-up postings, it is acceptable to agree

or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. Simply typing, "Ditto" or "I agree" does not constitute a follow-up response. Incomplete and/or poor quality responses will be graded accordingly.

Participation Assignment Grading Criteria: Participation in discussion and critical thinking/reflection is considered an essential component of this course and the grade will reflect the student's attendance and level of involvement. Each participation assignment is worth 10 points.

Quality of Contribution	4 points	2 point	0 points
	The student has clearly thought about the material and has raised interesting solutions and/or problems with inclusion of readings and at least one research study or scholarly article (from an educational source) for support;	The student has written about the material, but has not offered information that was not already given in the text. Contributions and conclusions less reflective and developed; may not have addressed all elements; Minimally includes literature support; citation may be inaccurate.	Poorly developed; may only state, "I agree", "Yes", "No" or something similar; The student has not reflected on the material, or the post made is irrelevant to the topic.
Organization and Flow	2 points	1 point	0 points
	First statement/sentence clearly indicates the topic discussed Logical sequence Descriptive Creates clarity	First sentence partially indicates the topic discussed Mostly logical sequence Mostly descriptive Generally adds to cohesion	Unable to discern the topic discussed Illogical sequence Lacks precision Detracts from central ideas
Word Choice; Grammar/Spelling	2 points	1 point	0 points
	The post made does not contain grammatical or spelling errors; uses complete sentences	The post made contains very few grammatical and/or spelling errors.	The post made contains several grammatical and/or spelling errors and is difficult to understand.
Timeliness	2 points	1 point	0 points
	The student made the required posts by the deadline set.	The student made some of the required posts by the deadline set.	The student did not post by the required deadline set.

Short Policy Assignments (100 points):

Over the course of the semester, students will participate in four short assignments to expand on their knowledge of policy creation, writing and implementation. All assignments can be found under the weekly course documents tab, please submit your work there. All assignments are due by Sunday at 11:59 p.m. during the week that they are assigned. Assignments turned in late will automatically be deducted 10 points. Assignments will be noted in your course schedule as well.

- **Minute for Media Short Paper (Due Week 3)**

Each student will find two news stories regarding an aging related policy from the current electronic or print media (newspapers, magazines, web), highlighting important theoretical, methodological, and policy relevant aspects that are present or absent from the account. You will need to provide a link to your article so the entire class can read it and are required to write a short paper (2-3) pages, summarizing your articles and analysis. You will post your paper and article links in the Blog thread titled for the week.

- **Policy Issue Topic Proposal (Due Week 5)**

You should focus on a current social problem or situation that relates to or has an effect on older adults. You may also choose to focus on a particular policy rather than an issue or problem, but it must be an aspect of policy not covered in depth in course units. Select a topic that is of particular interest to you, and focus on policy elements and implications.

Please submit a 1-2 page proposal for your policy paper. Items to be included:

Introduction to the Problem (Research/Policy Question)

Potential Solutions

(Thoughts you have on how this problem can be solved in this proposal, please list all of the potential solutions you have come up with, you will focus on 2 for your final paper)

Please Note:

You may have 1 or you may have 101 solutions that you think will solve your policy issue. For your research paper you should pick at least 2 and focus your research around those potential solutions. As the semester continues you will research your solutions and will include that research in your final policy paper.

- **Gather the Evidence (Due Week 8)**

Bardach reminds us that Policy Analysis is a process that you must give much consideration and review. Once you begin you may even change your mind. In other words, you may have to retrace your steps and start all over again! That is why I highly encourage you to start the process now on the research for your final policy paper. You have chosen your topic, in Week 3, you turned in your proposal on the topic you would like to research and the solutions you would like to pursue for your paper.

For Week 8, begin gathering your evidence. I have posted a library exercise for you to review in order to help you with your research. This can be found in the Course Documents section.

At the end of the week I would like you to turn in your Annotated Bibliography. This task is called:

Assemble the Evidence

Your Annotated Bibliography should be 2-4 pages in length (please list all 12 references required for your final Policy Paper). References should be cited in APA format.

Annotated Bibliography:

An annotated bibliography is a bibliography that gives a summary of each of the entries.^[1] The purpose of annotations is to provide the reader with a summary and an evaluation of the source. Each summary should be a concise exposition of the source's central idea(s) and give the reader a general idea of the source's content.

An annotation should include complete bibliographic information for the source. It should also include some or all of the following:

- An explanation about the authority and/or qualifications of the author
- Scope or main purpose of the work
- Any detectable bias or interpretive stance
- Intended audience and level of reading
- A summary sentence

Policy Relevance Assignment (Due Week 10)

A good policy analyst will understand the population affected by their policy and what economic implications there might be associated with the policy. In this assignment I would like you to give demographic information on the population you are writing your policy for. Who are these individuals? How many are there? Are they low-income or high-income? A mixture? How does socioeconomic status increase or decrease the need for this policy? What is the potential economic impact of your policy? What are the potential unintended consequences of your policy? This should be a 2-3 single spaced page summary, please include APA citation for all references used.

Final Policy Paper (150 points) Due Monday May 9th

The paper should focus on a current social problem or situation that relates to or has an effect on the older population (you choose this topic in the first weeks of class). You may also choose to focus on a particular policy rather than an issue or problem, but it must be an aspect of policy not covered in depth in course units. Select a topic that is of particular interest to you, and focus on policy elements and implications. Instructions for format and content are shown below:

Use the information from A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving as you work through this assignment.

Format and Content:

Introduction to the topic or problem, and why it is important;

Information from scholarly as well as government, position, and/or practitioner publications reporting on the topic i.e., Research article information on the impact of the problem and any existing policy or need for policy, on the lives of older people

Discussion of the “players” relevant to your topic, and how they influence policy; in other words, what part does politics play, if any?

Strengths and weaknesses of current policy related to your topic (if no weaknesses, explain how the outcome is working well);

Conclude with any policy changes you recommend, including the creation of any new policy or substantial changes to current policy, and how that might be accomplished. You may choose a problem or situation related to class topics, but should narrow your focus so that coverage has depth and detail. For example, if you choose retirement, decide whether to research a particular older population, or geographic area, or income level, gender, a specific type of retirement pension, etc. Papers that rely heavily on assigned class materials will

receive a lower grade, so be prepared to conduct a thorough search for information on your own. Each student will write his or her own paper, although more than one student may work on the same topic; however, each person must present different perspectives of the policy or problem.

Paper Elements

13-15 page paper (font size no more than 12, Times New Roman), includes title and reference pages, does NOT include abstract page – points taken off for more pages. You should have at least 12 references; at least 8 of those must be from peer reviewed journal articles. Use APA format for the entire paper, including title page, abstract, format of body, citations in text, and references. The basic format of your paper will be similar to a term-paper type literature review: Introduction, narrative of cited information that is relevant to your topic, conclusion & recommendations.

The reference list should use the complete reference for all articles, book chapters, etc. If the article, etc. was found online, cite the online information in APA format. Recent journal articles that you find online will include a DOI number in the reference citation. Use this when available. If not, use the APA format shown for citing the URL where you found you found the material, and the date it was retrieved. Where appropriate, include graphs, tables, and examples that support your position, or illustrate some aspect of the topic (e.g., research results, census tables, program evaluations, etc.). If you copy any graphics, be sure to include a reference citation. About Wikis – Do not cite any type of public access “Wiki” as a reference. If you use information found on these (or on Blogs, etc), there must be an appropriate reference (i.e., AARP, scholarly journal, book, etc.) cited there, which you’ll use on the reference list for your paper. You may only cite “opinion page” web resources as examples of opinion, not facts.

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Tentative Schedule for 15 week class – adjust to your style and different term lengths

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 24th	Read: Bardach - Section I: The Eightfold Path to Policy Analysis Course Activities: Overview of Course, Review Syllabus, Course Design Assignment: Syllabus Agreement and Introduce Yourself
2	Jan. 31st	Read: Bardach - Sections II Assembling Evidence and III Best Practices Assignment: Blog #1 – Current perspectives on policy analysis
3	Feb. 7th	Read: Hudson Chapter 1 Contemporary Challenges to an Aging Policy Chapter 2 Shifting Risk and Responsibilities Assignment: Share links for classmates for Minute for Media Assignment
4	Feb. 14th	Read: Hudson Chapter 3: Aging Policy and Structural Lag Chapter 4: What Justice Requires: Normative Foundations for US Pension Reform Assignment: Blog #2: Pension plans, social security and structural lag
5	Feb. 21st	Read: Hudson Chapter 5: Political Power and the Baby Boomers Reading: The 2030 Challenge: Caring for the Baby Boomers Assignment: Journal #1– Society and caring for the baby boomers
6	Feb. 28th	Read: Hudson Chapter 6: Theoretical Approaches to the Development of Aging Policy in the United States Chapter 7: On Time and Ties: Why the Life Course Matters for Old Age Policies Assignment: Blog #3– Baby boomers and vulnerable populations
7	March 6th	Read: Hudson Chapter 8: Public Policies and the Older Populations of Color Chapter 9: The Oldest Old and a Long-Lived Society: Challenges for Public Policy Assignment: Journal #2: Personal reflection on social security and older adults
8	March 13th	NO READING: Students will prepare the policy problem they have selected and write the annotated bibliography.
9	March 20st	Read: Hudson Chapter 10: Caregiving and the Construction of Political Claims for Long-Term Reading: How Social Security Works Reading: How Supplemental Security Income Works
10	March 27th	Read: Hudson Chapter 11: Social Security: Political Resilience in the Face of Conservative Strides
11	April 3rd	Read: Chapter 12: Medicare: Deservingness Encounters Cost Containment Assignment: Blog #4: Medicare and Medicaid reform
12	April 10th	Read: Readings located in weekly folder Assignment: Journal #3: Personal analysis of Medicare Part D policy
13	April 17th	Read: Hudson Chapter 13: The Politics of Aging within Medicaid Readings located in weekly folder Assignment: Blog #5: Medicaid
14	April 24th	Read: Hudson Chapter 14: The Older Americans Act and the Aging Services Network Chapter 15: New Challenges and Growing Trends in Senior Housing Readings located in weekly folder Assignment: Journal #4: Personal analysis of the Future of Policy and Programs for Older Adults
15	May 1st	Read: Hudson Chapter 16: Taxation and the Elderly Chapter 17: Age Discrimination in Employment
16	May 8th	NO READING: Students will prepare the policy problem they have selected and write the final policy issue paper.
Final	May 9th	Final Policy Issue Paper Due



AGE804, Aging Programs and Policies (hybrid), Spring 2016

Instructor:	Amy K. Chessier, PhD
Department:	Public Health Sciences
Office Location:	106G. Ahlberg Hall
Telephone:	316-978-3072
Email:	Amy.chessier@wichita.edu
Preferred Method of Contact:	email
Office Hours:	(Tuesday – Thursday mornings)
Classroom; Days/Time:	Hybrid: Weekly in person meeting (Tuesday 2:00-3:00)
Prerequisites:	AGE798/12 hours or instructor approval

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Changes to the syllabus will be posted in the course Announcements tab.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

Course Description

Analyzes and evaluates policies and programs related to aging and old age. Emphasizes the importance of social values and historical context for understanding current policies, programs and practices.

Prerequisite: AGE 798, 12 hours of aging studies, or instructor's consent.

Definition of a Credit Hour

Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week). This is a hybrid course and so some weeks students will spend in class in lecture and others the time will be used for group work, preparation/studying or course assignments. Please see course schedule at the end of this syllabus for specific information. For this course, students will meet weekly, in-person to discuss course assignments and prepare for final course projects.

[Click here](#) for the policy and examples for different types of courses and credit hour offerings.

Measurable Student Learning Outcomes

Upon completion of this online course, the successful student will be able to:

1. Describe basic principles regarding policy analysis.
2. Describe and discuss current policy analysis principles and age-related issues.
3. Critically evaluate current policy elements for a specific policy which impacts older adults.
4. Create a plan to address a current social problem or policy for older adults.

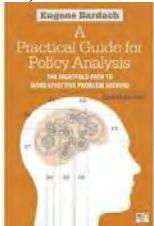
Required Texts/Readings Textbook

The required text books are available through the WSU library or online through various vendors.

The New Politics of Old Age Society by Robert Hudson



A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving Bardach, E., 2012 (4th edition)



Other Readings

Readings will be made available via Blackboard.

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Class Protocol

This is a hybrid (online and in-person) course. In person meetings will include discussion of weekly assignments, review of aging studies current issues and guidance for course activities. Assignments and in-class participation with online course students will occur using the Blackboard (Bb) platform. The student will be responsible for initiating the scheduling of weekly meetings and communication regarding in-person course activities. The student will also check various sections of our course's site (particularly the announcements, course materials, and blog sections) with great regularity and participate in distance-based participation assignments. Specific information for the Bb activities are listed below.

- The bulk of our interaction as a class will take place as asynchronous threaded discussion on our various blog (DB) forums. From time to time I will create additional discussion forums to address specific topics, but for the most part there will be weekly forums created to discuss the reading for that particular week. Depending on the size of our class, I may split up the class into smaller groups for discussions of the reading.
- In the weekly discussion forums, I will be requiring you to post a thoughtful, thematic, critical, and synthetic response of at least two solid paragraphs to the readings assigned for that week and any deliverables mentioned in the weekly assignment. This response should be written to stake out your own reasoned position and to stimulate insightful and productive scholarly dialogue. Your response should be followed by at least two provocative and insightful questions. I have high expectations regarding your level of participation (see "class participation" section, below), and that level of participation should be amply reflected in your weekly posting behavior.

- Please, help me with the grading process by placing your name, the week, a page number and the title of the assignment in the “header” at the top of each page.

Each week the class will address unique themes in Aging Programs and Policies. Within Blackboard, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents for information assigned for the week.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: grading is detailed in the chart below.*) Success in this 3 hour credit course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Points	Letter grade	Grade Points	Interpretation
324-350	A	4.00	<i>The A range denotes excellent performance.</i>
314-323	A-	3.70	
303-313	B+	3.30	
289-302	B	3.00	<i>The B range denotes good performance.</i>
279-288	B-	2.70	
268-278	C+	2.30	
254-267	C	2.00	<i>The C range denotes satisfactory performance.</i>
244-253	C-	1.70	
233-243	D+	1.30	
219-232	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
209-218	D-	0.70	
208 Below	F	0.00	<i>F denotes failing performance.</i>

Assignments

Online Participation (100 points):

Each week begins Monday and ends at 11:59 p.m. on Sunday. At the start of each week, students will find several questions posted in the weekly Course Documents section of Blackboard. The questions relate to content covered in the assigned chapters, readings and videos. Participation is a LARGE percentage of your final grade. Reading the assigned work and watching the assigned videos in addition to providing thorough, high-quality posts is very important, DO NOT take participation lightly.

Each week begins Monday and ends at 11:59 p.m. on Sunday. Each week, you will complete either a journal or a blog assignment.

- 1) Journal: The purpose of the journal assignment is to provide students with the opportunity to reflect on information provided in the course materials (text book and published articles) regarding a weekly topic. The journal exercise is to provide evidence of the student’s skills in critical thinking, written communication, and articulation of knowledge provided through the text book. Students will be graded on the quality of the writing, use of citations and ability to synthesize information from the course materials.

2) Blog: you will find several questions posted in the Blog. The questions relate to content covered in the assigned chapter. You must generate an “original” posting to ALL questions posed by the instructor. Original postings should be thoughtful and seek to apply knowledge gained from the textbook and course materials. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding week. You should read and provide “follow-up” responses to postings made by classmates; THREE follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week. In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. Simply typing, “Ditto” or “I agree” does not constitute a follow-up response. Incomplete and/or poor quality responses will be graded accordingly.

Participation Assignment Grading Criteria: Participation in discussion and critical thinking/reflection is considered an essential component of this course and the grade will reflect the student’s attendance and level of involvement. Each participation assignment is worth 10 points.

Quality of Contribution	4 points	2 point	0 points
	The student has clearly thought about the material and has raised interesting solutions and/or problems with inclusion of readings and at least one research study or scholarly article (from an educational source) for support;	The student has written about the material, but has not offered information that was not already given in the text. Contributions and conclusions less reflective and developed; may not have addressed all elements; Minimally includes literature support; citation may be inaccurate.	Poorly developed; may only state, “I agree”, “Yes”, “No” or something similar; The student has not reflected on the material, or the post made is irrelevant to the topic.
Organization and Flow	2 points	1 point	0 points
	First statement/sentence clearly indicates the topic discussed Logical sequence Descriptive Creates clarity	First sentence partially indicates the topic discussed Mostly logical sequence Mostly descriptive Generally adds to cohesion	Unable to discern the topic discussed Illogical sequence Lacks precision Detracts from central ideas
Word Choice; Grammar/Spelling	2 points	1 point	0 points
	The post made does not contain grammatical or spelling errors; uses complete sentences	The post made contains very few grammatical and/or spelling errors.	The post made contains several grammatical and/or spelling errors and is difficult to understand.
Timeliness	2 points	1 point	0 points
	The student made the required posts by the deadline set.	The student made some of the required posts by the deadline set.	The student did not post by the required deadline set.

Short Policy Assignments (100 points):

Over the course of the semester, students will participate in four short assignments to expand on their knowledge of policy creation, writing and implementation. All assignments can be found under the weekly course documents tab, please submit your work there. All assignments are due by Sunday at 11:59 p.m. during the week that they are assigned. Assignments turned in late will automatically be deducted 10 points. Assignments will be noted in your course schedule as well.

- **Minute for Media Short Paper (Due Week 3)**

Each student will find two news stories regarding an aging related policy from the current electronic or print media (newspapers, magazines, web), highlighting important theoretical, methodological, and policy relevant aspects that are present or absent from the account. You will need to provide a link to your article so the entire class can read it and are required to write a short paper (2-3) pages, summarizing your articles and analysis. You will post your paper and article links in the Blog thread titled for the week.

- **Policy Issue Topic Proposal (Due Week 5)**

You should focus on a current social problem or situation that relates to or has an effect on older adults. You may also choose to focus on a particular policy rather than an issue or problem, but it must be an aspect of policy not covered in depth in course units. Select a topic that is of particular interest to you, and focus on policy elements and implications.

Please submit a 1-2 page proposal for your policy paper. Items to be included:

Introduction to the Problem (Research/Policy Question)

Potential Solutions

(Thoughts you have on how this problem can be solved in this proposal, please list all of the potential solutions you have come up with, you will focus on 2 for your final paper)

Please Note:

You may have 1 or you may have 101 solutions that you think will solve your policy issue. For your research paper you should pick at least 2 and focus your research around those potential solutions. As the semester continues you will research your solutions and will include that research in your final policy paper.

- **Gather the Evidence (Due Week 8)**

Bardach reminds us that Policy Analysis is a process that you must give much consideration and review. Once you begin you may even change your mind. In other words, you may have to retrace your steps and start all over again! That is why I highly encourage you to start the process now on the research for your final policy paper. You have chosen your topic, in Week 3, you turned in your proposal on the topic you would like to research and the solutions you would like to pursue for your paper.

For Week 8, begin gathering your evidence. I have posted a library exercise for you to review in order to help you with your research. This can be found in the Course Documents section.

At the end of the week I would like you to turn in your Annotated Bibliography. This task is called:

Assemble the Evidence

Your Annotated Bibliography should be 2-4 pages in length (please list all 12 references required for your final Policy Paper). References should be cited in APA format.

Annotated Bibliography:

An annotated bibliography is a bibliography that gives a summary of each of the entries.^[1] The purpose of annotations is to provide the reader with a summary and an evaluation of the source. Each summary should be a concise exposition of the source's central idea(s) and give the reader a general idea of the source's content.

An annotation should include complete bibliographic information for the source. It should also include some or all of the following:

- An explanation about the authority and/or qualifications of the author
- Scope or main purpose of the work
- Any detectable bias or interpretive stance
- Intended audience and level of reading
- A summary sentence

Policy Relevance Assignment (Due Week 10)

A good policy analyst will understand the population affected by their policy and what economic implications there might be associated with the policy. In this assignment I would like you to give demographic information on the population you are writing your policy for. Who are these individuals? How many are there? Are they low-income or high-income? A mixture? How does socioeconomic status increase or decrease the need for this policy? What is the potential economic impact of your policy? What are the potential unintended consequences of your policy? This should be a 2-3 single spaced page summary, please include APA citation for all references used.

Final Policy Paper (150 points) Due Monday May 9th

The paper should focus on a current social problem or situation that relates to or has an effect on the older population (you choose this topic in the first weeks of class). You may also choose to focus on a particular policy rather than an issue or problem, but it must be an aspect of policy not covered in depth in course units. Select a topic that is of particular interest to you, and focus on policy elements and implications. Instructions for format and content are shown below:

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The reference list should use the complete reference for all articles, book chapters, etc. If the article, etc. was found online, cite the online information in APA format. Recent journal articles that you find online will include a DOI number in the reference citation. Use this when available. If not, use the APA format shown for citing the URL where you found you found the material, and the date it was retrieved. Where appropriate, include graphs, tables, and examples that support your position, or illustrate some aspect of the topic (e.g., research results, census tables, program evaluations, etc.). If you copy any graphics, be sure to include a reference citation. About Wikis – Do not cite any type of public access “Wiki” as a reference. If you use information found on these (or on Blogs, etc), there must be an appropriate reference (i.e., AARP, scholarly journal, book, etc.) cited there, which you’ll use on the reference list for your paper. You may only cite “opinion page” web resources as examples of opinion, not facts.

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2	Jan. 31st	Read: Bardach - Sections II Assembling Evidence and III Best Practices Assignment: Blog #1 – Current perspectives on policy analysis
3	Feb. 7th	Read: Hudson Chapter 1 Contemporary Challenges to an Aging Policy Chapter 2 Shifting Risk and Responsibilities Assignment: Share links for classmates for Minute for Media Assignment
4	Feb. 14th	Read: Hudson Chapter 3: Aging Policy and Structural Lag Chapter 4: What Justice Requires: Normative Foundations for US Pension Reform Assignment: Blog #2: Pension plans, social security and structural lag
5	Feb. 21st	Read: Hudson Chapter 5: Political Power and the Baby Boomers Reading: The 2030 Challenge: Caring for the Baby Boomers Assignment: Journal #1– Society and caring for the baby boomers
6	Feb. 28th	Read: Hudson Chapter 6: Theoretical Approaches to the Development of Aging Policy in the United States Chapter 7: On Time and Ties: Why the Life Course Matters for Old Age Policies Assignment: Blog #3– Baby boomers and vulnerable populations
7	March 6th	Read: Hudson Chapter 8: Public Policies and the Older Populations of Color Chapter 9: The Oldest Old and a Long-Lived Society: Challenges for Public Policy Assignment: Journal #2: Personal reflection on social security and older adults
8	March 13th	NO READING: Students will prepare the policy problem they have selected and write the annotated bibliography.
9	March 20st	Read: Hudson Chapter 10: Caregiving and the Construction of Political Claims for Long-Term Reading: How Social Security Works Reading: How Supplemental Security Income Works
10	March 27th	Read: Hudson Chapter 11: Social Security: Political Resilience in the Face of Conservative Strides
11	April 3rd	Read: Chapter 12: Medicare: Deservingness Encounters Cost Containment Assignment: Blog #4: Medicare and Medicaid reform
12	April 10th	Read: Readings located in weekly folder Assignment: Journal #3: Personal analysis of Medicare Part D policy
13	April 17th	Read: Hudson Chapter 13: The Politics of Aging within Medicaid Readings located in weekly folder Assignment: Blog #5: Medicaid
14	April 24th	Read: Hudson Chapter 14: The Older Americans Act and the Aging Services Network Chapter 15: New Challenges and Growing Trends in Senior Housing Readings located in weekly folder Assignment: Journal #4: Personal analysis of the Future of Policy and Programs for Older Adults
15	May 1st	Read: Hudson Chapter 16: Taxation and the Elderly Chapter 17: Age Discrimination in Employment
16	May 8th	NO READING: Students will prepare the policy problem they have selected and write the final policy issue paper.
Final	May 9th	Final Policy Issue Paper Due

I. Online Course Design Outline

Week	Modules	Aligned Goals and Assignments	Due
1	Mod. 1.1	Main Competency: Student is able to describe general concepts and approaches to policy analysis <i>1. Identify the eightfold path to policy analysis.</i>	
	Objectives	Read: Bardach - Section I: The Eightfold Path to Policy Analysis	
		Course Activities: Overview of Course, Review Syllabus, Course Design	Sun 11:59pm
		Assignment: Syllabus Agreement and Introduce Yourself	Sun 11:59pm
		<i>Read and complete syllabus agreement for course.</i>	
2	Mod. 2.1	Main Competency: Student is able to define and describe components of policy proposals <i>1. Describe current components (theoretical and methodological) of policy for older adults.</i>	
	Objectives	Read: Bardach - Sections II Assembling Evidence and III Best Practices	
		Assignment: Blog #1 – Current perspectives on policy analysis	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Blog #1 as assessed by the grading rubric.</i>	
3	Mod. 3.1	Main Competency: Student is able to define and describe current issues in aging policy.	Minute for Media
	Objectives	<i>1. Describe the current challenges for aging policy.</i>	
		Read: Hudson (2010) Chapter 1 Contemporary Challenges to an Aging Policy Chapter 2 Shifting Risk and Responsibilities	
		Assignment: Share links for classmates for Minute for Media Assignment	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the Minute for Media assignment</i>	

4	Mod. 4.1	Main Competency: Student is able to describe aging policy, structural lag and pension reform.	
	Objectives	<p>1. <i>Explain aging policy and structural lag.</i></p> <p>2. <i>Discuss normative foundation for US pension reform.</i></p>	
		Read: Hudson (2010) Chapter 3: Aging Policy and Structural Lag Chapter 4: What Justice Requires: Normative Foundations for US Pension Reform	
		Assignment: Blog #2: Pension plans, social security and structural lag <i>Demonstrate knowledge of main competency by completing Blog #2 as assessed by the grading rubric.</i>	Sun 11:59pm
5	Mod. 5.1	Main Competency: Student is able to describe retirement plans & baby boomers political power	Policy Issue Topic Proposal
	Objectives	<p>1. <i>Explain current trends in political power and the baby boomer generation</i></p> <p>2. <i>Discuss the role of society in caring for the baby boomer generation.</i></p>	
		Read: Hudson (2010) Chapter 5: Political Power and the Baby Boomers Reading: The 2030 Challenge: Caring for the Baby Boomers	
		Assignment: Journal #1– Society and caring for the baby boomers <i>Demonstrate knowledge of main competency by completing Journal #1 as assessed by the grading rubric.</i>	Sun 11:59pm
6	Module 6.1	Main Competency: Student is able to theoretical approaches to aging policy in the U.S.	
	Objectives	<p>1. <i>Describe general theoretical approaches to aging policy.</i></p>	
		Read: Hudson (2010) Chapter 6: Theoretical Approaches to the Development of Aging Policy in the United States Chapter 7: On Time and Ties: Why the Life Course Matters for Old Age Policies	
		Assignment: Blog #3– Baby boomers and vulnerable populations <i>Demonstrate knowledge of main competency by completing Blog #3 as assessed by the grading rubric.</i>	Sun 11:59pm

7	Mod. 7.1	Main Competency: Student is able to describe aging and public policy for the underserved	
	Objectives	<p>1. <i>Discuss public policies for older adults of all races/ethnicities.</i></p>	
		Read: Hudson (2010) Chapter 8: Public Policies and the Older Populations of Color Chapter 9: The Oldest Old and a Long-Lived Society: Challenges for Public Policy	
		Assignment: Journal #2: Personal reflection on social security and older adults <i>Demonstrate knowledge of main competency by completing Journal #2 as assessed by the grading rubric.</i>	Sun 11:59pm
8		NO READING: Students will prepare the policy problem they have selected and write the annotated bibliography.	Annotated Bibliography
9	Mod. 9.1	Competency: Student is able describe how social security works in the United States	Policy Relevance Paper
	Objectives	<p>1. <i>Describe the caregiving and political claims for long-term care for aging adults.</i> 2. <i>Define differences between social security and supplemental income.</i></p>	
		Read: Hudson (2010) Chapter 10: Caregiving and the Construction of Political Claims for Long-Term Reading: How Social Security Works Reading: How Supplemental Security Income Works	
10	Mod. 10.1	Competency: Student is able to describe general attributes of social security	
	Objectives	<p>1. <i>Describe the general attributes of social security</i></p>	
		Read: Hudson (2010) Chapter 11: Social Security: Political Resilience in the Face of Conservative Strides	

11	Mod. 11.1	Competency: Student is able to discuss general attributes of Medicare	
	Objectives	<ol style="list-style-type: none"> 1. <i>Describe the differences between Medicare and Medicaid coverage.</i> 2. <i>Discuss Medicare coverage in the state of Kansas.</i> 3. <i>Describe basic components of Medicare reform.</i> 	
		Read: Chapter 12: Medicare: Deservingness Encounters Cost Containment	
		Assignment: Blog #4: Medicare and Medicaid reform	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Blog #4 as assessed by the grading rubric.</i>	
12	Mod. 11.2	Competency: Student is able to discuss general attributes of Medicare Part D	
	Objectives	<ol style="list-style-type: none"> 1. <i>Describe the creation of Medicare Part D as a part of policy for older adults.</i> 	
		Read: Readings located in weekly folder	
		Assignment: Journal #3: Personal analysis of Medicare Part D policy	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Journal #3 as assessed by the grading rubric.</i>	
13	Mod. 13.1	Competency: Student is able to describe general attributes of Medicaid	
	Objectives	<ol style="list-style-type: none"> 1. <i>Describe the politics of aging and Medicaid</i> 	
		Read: Hudson (2010) Chapter 13: The Politics of Aging within Medicaid Readings located in weekly folder	
		Assignment: Blog #5: Medicaid	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing Blog #5 as assessed by the grading rubric.</i>	

14	Mod. 14.1	Competency: Student is able to describe the aging housing and network	
	Objectives	<ol style="list-style-type: none"> 1. <i>Describe the aging housing and network</i> 2. <i>Describe current challenges and trends in housing for older adults.</i> 	
		Read: Hudson (2010) Chapter 14: The Older Americans Act and the Aging Services Network Chapter 15: New Challenges and Growing Trends in Senior Housing Readings located in weekly folder	
		Assignment: Journal #4: Personal analysis of the Future of Policy and Programs for Older Adults <i>Demonstrate knowledge of main competency by completing Journal #4 as assessed by the grading rubric.</i>	Sun 11:59pm
15		Competency: Student is able to describe the taxation and employment discrimination issues for older adults	Policy Issue Paper Due
		Read: Hudson (2010) Chapter 16: Taxation and the Elderly Chapter 17: Age Discrimination in Employment	



AGING STUDIES PRACTICUM

AGE 810

3 or 6 Credit Hours

Wichita State University

Fall/Spring/Summer

Course Syllabus

INSTRUCTOR Jacie L. Green, MA**CONTACTS**
Email jacie.green@wichita.edu (**E-mail is the best way to contact me**)
Office Ahlberg Hall, Rm 135A
Office Phone 316-978-5652
Office hours Mondays 1:00pm-3:00pm & on Blackboard Collaborate as needed
Classroom Online instruction and on-site practicum**CONTACTING INSTRUCTOR**

- ✓ Please utilize your **WSU E-mail**
- ✓ I will respond within 24-48 hours during weekdays; anything sent over the weekend, I may not reply until Monday morning
- ✓ If you have not received a response from me after 48hrs, please resend your E-mail and/or make a phone call

NO TEXT REQUIRED**HOW TO USE THIS SYLLABUS**

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If changes are made, you will be notified via announcements and through email communication in the Blackboard course.

COURSE DESCRIPTION

Integrates academic aging studies and practical experience through supervised placement of students in an agency or organization engaging in planning, administering, or providing direct services to older people. Practicum requires 160 contact hours for each 3 hours of credit. A practicum internship paper also is required. AGE 810 is a letter-graded course. Students may substitute the *Cr/NCr* course AGE 781, Cooperative Education, for AGE 810.

Prerequisites: 12 hours of aging studies credit and instructor's consent prior to registration.

DEFINITION AND ASSIGNMENT OF CREDIT HOURS

Success in this 6 credit hour practicum is based on the expectation that students will spend, for each unit of credit, 54 hours over the length of the course (approx. 20 contact hours per week for a 16 week semester) for a total of 320 hours. Half of those required hours is expected for the 3 credit hour practicum option.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- LO 1. Demonstrate the ability to function in a professional capacity in a real-life organization
- LO 2. Identify new knowledge and skills acquired from the organization
- LO 3. Discuss the specific professional work responsibilities completed within the organization
- LO 4. Demonstrate effective communication and ability to collaborate in professional relationships
- LO 5. Develop professional networking skills and opportunities
- LO 6. Discover potential career opportunities and avenues
- LO 7. Employ theoretical training with practical work
- LO 8. Evaluate the literature surrounding topics & issues in providing services to aging adults

GRADING SYSTEM AND REQUIREMENTS

Practicum Supervisor Evaluation	=	150 points
Journals	=	100 points
Reflective Essay	=	<u>50 points</u>
Total Semester Points	=	300 points

300 to 278 points	=	A	229 to 218 points	=	C
277 to 269 points	=	A-	217 to 209 points	=	C-
268 to 260 points	=	B+	208 to 200 points	=	D+
259 to 248 points	=	B	199 to 188 points	=	D
247 to 239 points	=	B-	187 to 179 points	=	D-
238 to 230 points	=	C+	178 or less	=	F

EXPECTATIONS OF THE STUDENT

While in the field, students are expected to exhibit a high level of maturity and performance as well as a willingness to expend maximum time and effort for the agency. The highest standards of professional conduct are expected at all times. Remember: you are representing Wichita State University and yourself. Please make sure the experience is one of which you will be proud. Professional misconduct, as defined by the field supervisor and/or the faculty supervisor, is adequate reason for termination of a placement, denial of future placements, and a final grade of F.

ACADEMIC HONESTY

Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty policy](#). Further policy specific to this course and associated penalties can be found at the end of this syllabus. Please review.

ASSIGNMENTS

JOURNALS | Fulfills LOs 2, 3, 5-7

Should include discussion of your experiences, addressing issues encountered and lessons learned. You are required to contribute at least once to **ALL** ten journal topics throughout the course of your practicum – multiple journal entries will likely be made under each topic presented as you progress through your practicum.

- Journal entries are available to all classmates enrolled in the course. It is highly encouraged that you read each other's journal entries and comment when appropriate.
- Journals are worth 10 points each. You must contribute to **ALL** ten journal topics throughout your practicum for full credit.
- Your **first journal entry** is an **introduction** about yourself and where you are completing your practicum.
- Journals should be at least one paragraph (4-6 sentences) in length, providing a reflection and recap of what you've experienced recently at your practicum site related to the journal topic presented

REFLECTIVE ESSAY | Fulfills LOs 2, 3, 5-8

Includes a summation of all your experiences you had during your entire practicum. This is why journaling throughout your practicum is important!

- Minimum of 3 pages in length, double spaced, 1" margins, readable font
- Written in a scholarly manner with an introduction, appropriate subheadings, and a conclusion
- Includes use of at least three (3) outside, scholarly sources related to an applicable issue, topic or learning experience you came across during your practicum (i.e. journal articles, scholarly websites)
- APA reference page at the end of the document of the outside sources utilized for research
- **Your reflection should:**
 - ✓ Demonstrate application of classroom knowledge (recall what you've learned in your coursework and discuss how it applied to your practicum experience)
 - ✓ Discuss the professional work responsibilities you completed and what was learned
 - ✓ Provide discussion on networking and potential career avenues of which you learned
 - ✓ Analyze the literature to present current and relevant research related to the issue, topic, or learning experience encountered during the practicum
 - ✓ Include description of your project you completed and discussion of what was learned from that specific experience (if applicable)

PROJECT

If applicable, the student should work with their preceptor to establish a project(s) that will be completed throughout the practicum. Details concerning this project should be discussed in the final paper.

EVALUATION/ATTENDANCE | Fulfills Los 1 & 4

The supervisor will verify completion of the practicum and evaluate student progress. This evaluation will be submitted to the coordinator from the preceptor upon completion of the 320hrs. Your quality of attendance and reliability is also evaluated by the supervisor; lack of attendance or reliability will ultimately lower your overall evaluation grade. The combination of evaluation and attendance as reported by your supervisor will count towards your final grade.

SITE VISITS

The faculty supervisor may visit the agency at some time during the semester to meet with the student and the field supervisor.

COMMUNICATION

If at any time the student or feels she or he is having communication problems or any other difficulty, she or he should contact the faculty advisor immediately. Likewise, the field supervisor should contact the faculty supervisor at any time there is a need to discuss the placement.

IMPORTANT ACADEMIC DATES

For the current semester, view the [current academic year calendar](#) for all dates and deadlines.

DISABILITIES

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

COUNSELING & TESTING

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

DIVERSITY & INCLUSIVE

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

INTELLECTUAL PROPERTY

Wichita State University students are subject to [Board of Regents and University policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

SHOCKER ALERT SYSTEM

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. [Sign up for alerts!](#)

ACADEMIC HONESTY:

In accordance with the Wichita State University Student Catalogue, items detailed in the following points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying another student's paper, creative work, article, or computer work, and submitting it as one's own original. Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable. With respect to term papers, if students use direct wording from another source, they should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: your assignment will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper submitted for a Wichita State University course. SafeAssignment is not only a powerful plagiarism deterrent, but also an overwhelmingly effective learning tool. With SafeAssignment, instructors are able to create special "**draft assignments**" letting students see plagiarism detection reports for their own papers and learn what sections of their manuscripts match other documents, and need proper referencing. SafeAssignment Reports are generated almost momentarily with about 75 percent of Reports processed in less than 5 minutes and 95 percent of reports generated **in less than 10 minutes** upon submission.

2. The University Student Catalogue also identifies the following items as examples of academic misconduct: bribery, blackmail, or intimidation attempts directed at other students or the faculty; aiding and/or abetting an academically dishonest undertaking; making fraudulent alterations of academic materials; sabotage of student, faculty, or university work or property; and unauthorized collaboration on out-of-class projects.

COURSE SCHEDULE

Not applicable for this practicum



AGE 813, Sociology of Aging (fully online), Spring, 2016

Instructor:	Amy K. Chesson, PhD
Department:	Public Health Sciences
Office Location:	106G. Ahlberg Hall
Telephone:	316-978-3072
Email:	Amy.chesson@wichita.edu
Preferred Method of Contact:	email
Office Hours:	(Tuesday – Thursday mornings)
Classroom; Days/Time:	Online
Teaching Assistant:	Ms. Rachel Sweet
TA Contact Info:	rmsweet@wichita.edu

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Changes to the syllabus will be posted in the course Announcements tab.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected the professor will contact the student(s) involved.

Course Description

Provides an overview of the significant sociological perspectives, social issues and social science research pertaining to the phenomenon of aging in society. Examines the major theories of social aging, analyzes the changing demographic trends and the political economy issues facing aging societies; describes how the broader societal context affects the nature of family relationships, community involvement, and the experiences of retirement and widowhood among older adults. Examines the current issues in health and social service delivery for care of older adults. Examines a substantive field which has major social policy as well as personal significance in contemporary life.

Definition of a Credit Hour

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, online quizzing, and blogs/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, blogs, journals and participation assignments) for a total of 135 hours.

[Click here](#) for the policy and examples for different types of courses and credit hour offerings.

Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand basic sociological concepts and theories as relevant to aging
2. Understand how the life course is socially structured by examining the ways that social institutions use age to characterize individuals and position older adults at the familial and societal levels;
3. Identify the threads of continuity that extend throughout the life course, as well as the contribution of

biological, psychological, and social aging to social status and life as an older adult member of American society.

Required Texts/Readings Textbook

Readings will be made available via Blackboard.

Other Readings

Supplemental Text: Aging, the Individual and Society. 10th Edition. Susan M. Hillier and Georgia M. Barrow.

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change by the professor as the semester evolves.

Class Protocol

Style of Instruction:

This class is a freestanding, online experience. There is NO in-person meeting – please see the course introductory PowerPoint. The link to the introduction is on the main Announcements page. Students are welcome at any time during the semester to meet with the instructor “in-person” during office hours or by appointment.

Using the textbook as a content base, each week the class addresses unique themes. Within the Blackboard program, you will find pertinent class materials organized by week. At the start of each week, look in the Course Documents section of Blackboard for an outline of the information assigned for the week. As noted in the preceding section on Grading System and Requirements, 100 points of your grade comes from Participation assignments.

Instructional Procedures

- As with other distance courses taught in the Department of Public Health Sciences at Wichita State University will be relying heavily upon the Blackboard (Bb) platform. As such, you should be planning to check the various sections of our course’s site (particularly the announcements, course materials, and blog sections) with great regularity.
- The bulk of our interaction as a class will take place as asynchronous threaded discussion on our various blog (DB) forums. From time to time I will create additional discussion forums to address specific topics, but for the most part there will be weekly forums created to discuss the reading for that particular week. Depending on the size of our class, I may split up the class into smaller groups for discussions of the reading.
- In the weekly discussion forums, I will be requiring you to post a thoughtful, thematic, critical, and synthetic response of at least two solid paragraphs to the readings assigned for that week and any deliverables mentioned in the weekly assignment. This response should be written to stake out your own reasoned position and to stimulate insightful and productive scholarly dialogue. Your response should be followed by at least two provocative and insightful questions. I have high expectations regarding your level of participation (see “class participation” section, below), and that level of participation should be amply reflected in your weekly posting behavior.
- Please, help me with the grading process by placing your name, the week, a page number and the title of the assignment in the “header” at the top of each page.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points	Letter grade	Grade Points	Interpretation
463-500	A	4.00	<i>The A range denotes excellent performance.</i>
462-448	A-	3.70	
447-433	B+	3.30	
432-413	B	3.00	<i>The B range denotes good performance.</i>
412-398	B-	2.70	
397-383	C+	2.30	
382-363	C	2.00	<i>The C range denotes satisfactory performance.</i>
362-348	C-	1.70	
347-333	D+	1.30	
332-313	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
312-293	D-	0.70	
297-0	F	0.00	<i>F denotes failing performance.</i>

Assignments

Participation (details follow)	=	100 points
2 Exams	=	200 points
Storycorps Reflection paper (details follow)	=	100 points
Two, film reflection papers (details follow)	=	100 points
Total	=	500 points

Participation (100 points):

Class this semester will be run as a graduate seminar in the truest sense of the word. Naturally, the fact that this is a distance course requires us to modify how we will approach things logically, and these modifications pose both constraints and opportunities. Nonetheless, the responsibility for the success of the course rests with all of us and not just me. I expect that you will be fully engaged with the readings, completing them on schedule and being prepared to discuss them intelligently. I expect that you will contribute consistently, intelligently, productively, and charitably to class discussions. I expect that you will offer questions and comments about ideas expressed in the reading, about my ideas, and about the ideas expressed by others in the class. I expect that you will help to keep the relevance of the course clear by offering citations of articles and real-word examples from other sources. In short, the quality of the course should be significantly (even dramatically) higher because of your personal participation; “A”-level class participation grades will be given only for participation of this nature. Participation that improves the quality of the class experience somewhat (but not significantly or dramatically) will merit “B”-range grades. Participation that is consistent but that does not really improve the quality of the class experience will merit “C”-range grades. Inconsistent to non-existent participation (or participation that degrades the quality of the class experience) will merit “F”-range grades.

Each week students will be assigned and locate/select a peer-reviewed article published in 2014 or 2015. Each student will be assigned 2 chapters (weeks) throughout semester. Each article will be posted by the student with 2 questions for discussion. The student will moderate the discussion for that week for their own article. This assignment is an online equivalent to presenting an article in front of the class and leading/moderating the class discussion. Topics will relate to content covered in the *assigned weekly reading, as outlined on the Student Article Assignments under the Start Here tab*. Submit the article with 2 discussion questions through the Course Documents tab for the week by Sunday night – at least **ONE WEEK BEFORE THAT CHAPTER** is being covered.

Due dates can be found on the assignment sheet under the Course Documents tab. *You do not need to summarize the article.*

A scientific, peer-reviewed, scholarly article typically has the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures. Please see the following list for appropriate journals, <http://crab.rutgers.edu/~deppen/journals.htm>. These journals may not be accessible to you – but are provided to give you an idea of the *type* of acceptable journals. Your best source would be the library electronic databases. (<http://library.wichita.edu/colldev/electrondatabase.htm> or <http://www.ncbi.nlm.nih.gov/pubmed/>). If in doubt, check with Dr. Chesser to determine the appropriateness of the article source.

The following are **not** acceptable sources:

- trade press such Good Housekeeping, Time, Newspapers
- technical reports
- non-refereed articles found on the World Wide Web.
- non-refereed or lightly-refereed conference articles.

Summary of class discussion/participation for Student Article Assignments (Presenter):

1. Check the Student Article Assignment schedule for your name, week, chapter and topic.
2. Select a peer-reviewed article and read it.
3. Write 2 discussion questions related to the peer-reviewed article.
4. Post your article (you may supply a link to the article) and questions for the other students ONE WEEK BEFORE the chapter is being covered.
5. Lead/moderate the weekly discussion for your article including responding to questions posted by the students for that week.

Summary of class discussion/participation for Student Article Assignments (Discussion Participant):

1. Read each article posted by student Presenters (typically this will be three to four articles a week).
2. Post one thoughtful, well-constructed response to the question posed by the Presenter for each article (see guidelines above).

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally chose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters.

Exams (50 points each; 100 points total):

As noted in the Grading System and Requirements, this course includes two exams. You may take the exam at anytime during exam week, but **must** complete the exam by Sunday at 11:59 pm of exam week. **Failure to complete the exam by the end of the scheduled week results in a 10-point (one letter grade) deduction.** You have a week to complete the exam. **Make sure to SAVE all work, but do not "Save and Submit" UNTIL you have completed the entire exam and intend to submit.** The exam is worth **100 points** and consists of **FOUR (4) ESSAY** questions each worth **25** points.

If a student should experience a transmission error during the exam due to Internet problems, the student should immediately email the instructor at amy.chesser@wichita.edu. The instructor will reset the test function within 12 hours, and the student will be expected to resubmit the exam within 24 hours.

Storycorps Reflection Paper (100 points)

Please view the NPR series, **One Hundred Years of Stories:** Yearlong Radio Series Profiles American Centenarians (<https://storycorps.org/blog/whcoa/>). The purpose of your reflection piece is to identify and discuss, what issue or issues resonated for you. Complete five (5) interviews. Your discussion may be written in the "first person." Each interview reflection paper should be one page, single spaced, 1" margins, 12 point font, saved as a Microsoft Word or .pdf document should be submitted via the SafeAssignment link found under the Course Documents tab for Week #9. **The reflection paper (this is one assignment with 5 interviews) is due Sunday night at midnight during Week #9.**

Film Critique (50 points each; 100 points total)

Choose **two** movies related to aging and the life course and prepare a critical review. See the Film Critique document under the Assignments tab for a list of acceptable movies. If you are interested in reviewing a movie that is not on the list, please contact your instructor **in advance** for approval. **The film critiques are due Midnight of Weeks #4 and #13.**

Your critical review should have three parts:

1. Citation information. (Title, year, producer, director)
2. Plot summary. Focus on aspects of the movie related to aging and the life course (approximately 150 words).
3. Critique. Describe the portrayal of older adults and experiences of these and other characters as associated with aging and the life course. Look for points of relevance to topics presented throughout the course. You are expected to relate the events in the movie to major concepts covered in the course, including theories, ideas, terms, or the description of sociological phenomena that you have learned about in class. In your critique, underline each concept as you apply it to the movie. There should be at least **five** different concepts from the course described and illustrated (approximately 500 words or 100 words per concept).

You will need to rent or download these movies. You can rent movies from Blockbuster, Netflix, etc. Please be sure you find, rent, and secure your movies in enough time to complete the critique.

Late Assignments

Late assignments for this course will be accepted with appropriate documentation and will receive a point deduction. However, late final projects and/or examinations will not be accepted.

Missed Assignments and Exams

Students must contact the professor prior to missing assignment due dates or examinations. The professor will communicate necessary documentation requirements to the student. Late final projects and/or examinations will not be accepted.

Important Academic Dates

For Spring semester 2016, classes begin January 19th, 2016, and end May 13th, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on during the week of Spring Break, March 14-20, 2016. The final exam period is May 7-13, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [here](#)

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 24th	Course Activities: Overview of Course, Review Syllabus, Course Design Assignment: Syllabus Agreement and Introduce Yourself
2	Jan. 31st	Read: The Demography of Aging (articles) Chapter #2: Stereotypes and Images (Aging, the Individual and Society text) Assignment: N/A
3	Feb. 7th	Read: The History of Aging in America (articles) Chapter #3: Social and Psychological Theories in Later Life Development (Aging, the Individual and Society text) Assignment: Moderated Discussion (10 points)
4	Feb. 14th	Read: Social Aspects of Individual Aging (articles) Chapter #6: Friends, Family and the Community (Aging, the Individual and Society text) Assignment: Moderated Discussion (10 points) FILM CRITIQUE DUE
5	Feb. 21st	Read: Personal Adaptation to Aging (articles) Chapter #5: Mental Health (Aging, the Individual and Society text) Assignment: Moderated Discussion (10 points)
6	Feb. 28th	Read: Articles only Assignment: Moderated Discussion (10 points)
7	March 6th	Read: Employment and Retirement (articles) Chapter #8: Work and Leisure (Aging, the Individual and Society text) Chapter #9 Finances and Lifestyles (Aging, the Individual and Society text) Assignment: Moderated Discussion (10 points)
8	March 13th	Complete Midterm Exam (Modules 1.1-6.1: Chapters 1, 2, 3, 5, 6, 7, 8, 9 and article readings)
9	March 20st	Read: Activities and Lifestyles (articles) Chapter #4: Physical Health and Well-Being (Aging, the Individual and Society text) Assignment: Moderated Discussion (10 points) REFLECTION PAPER DUE
10	March 27th	Read: Religion and Spirituality (articles) Chapter 14: Death and Dying (Aging, the Individual and Society text) Assignment: Moderated Discussion (10 points)
11	April 3rd	Read: Community Social Services (articles) Chapter 10, Living Environments (Aging, the Individual and Society text) Assignment: Moderated Discussion (10 points)
12	April 10th	Read: Social Inequality (articles) Chapter 13: Women and Ethnic Groups (Aging, the Individual and Society text) Assignment: N/A
13	April 17th	Read: The Economy (articles) Assignment: Moderated Discussion (10 points) FILM CRITIQUE DUE
14	April 24th	Read: Politics and Government and Aging and the Future (articles) Chapter 15: Politics, Policies and Programs (Aging, the Individual and Society text) Assignment: Moderated Discussion (10 points)
15	Thursday, May 12th	Final Exam (Modules 7.1-11: Chapters 4, 10, 11, 12, 13, 14, 15 and articles)

I. Online Course Design Outline

Week	Modules	Aligned Goals and Assignments	Due
		Unit 1: Introduction to Sociology of Aging	
1	Mod. 1.1	Main Competency: Student is able to describe general definitions of Sociology of Aging.	
	Objectives	1. <i>Define and describe Sociology of Aging.</i>	
		Read: The Scope of Social Gerontology (articles) Chapter #1: Aging in America (Aging, the Individual and Society text)	
		Course Activities: Overview of Course, Review Syllabus, Course Design	Sun 11:59pm
		Assignment: Syllabus Agreement and Introduce Yourself	Sun 11:59pm
		<i>Read and complete syllabus agreement for course.</i>	
		Unit 2: The Demography of Aging	
2	Mod. 2.1	Main Competency: Student is able to define and describe demographic perspectives of aging.	
	Objectives	1. <i>Describe population and demographic perspectives of aging.</i>	
		Read: The Demography of Aging (articles) Chapter #2: Stereotypes and Images (Aging, the Individual and Society text)	
		Assignment: N/A	Sun 11:59pm
3	Mod. 3.1	Main Competency: Student is able to define and describe a brief history of aging in the United States.	
	Objectives	1. <i>Describe and discuss historical event related to aging in the U.S.</i>	
		Read: The History of Aging in America (articles) Chapter #3: Social and Psychological Theories in Later Life Development (Aging, the Individual and Society text)	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	

4	Mod. 4.1	Main Competency: Student is able to describe social aspects of individual aging.	FILM CRITIQUE DUE
	Objectives	1. <i>Describe and discuss social aspects of aging for individuals.</i>	
		Read: Social Aspects of Individual Aging (articles) Chapter #6: Friends, Family and the Community (Aging, the Individual and Society text)	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	
5	Mod. 4.2	Main Competency: Student is able to describe social aspects of individual aging.	
	Objectives	1. <i>Describe and discuss several methods people use to adapt to aging.</i>	
		Read: Personal Adaptation to Aging (articles) Chapter #5: Mental Health (Aging, the Individual and Society text)	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	
6	Module 5.1	Main Competency: Student is able to describe social support systems and aging.	
	Objectives	1. <i>Describe and discuss several types of social support systems for older adults.</i>	
		Read: Articles only	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	

7	Mod. 6.1	Main Competency: Student is able to describe employment and retirement and aging	
	Objectives	<p>1. <i>Describe and discuss current trends for employment and retirement for older adults.</i></p>	
		Read: Employment and Retirement (articles) Chapter #8: Work and Leisure (Aging, the Individual and Society text) Chapter #9 Finances and Lifestyles (Aging, the Individual and Society text)	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	
8		Main Competency: Complete Midterm Exam (Modules 1.1-6.1: Chapters 1, 2, 3, 5, 6, 7, 8, 9 and article readings)	
		<i>Demonstrate knowledge of main competencies by completing the midterm examination, as assessed by the grading rubric.</i>	
9	Mod. 7.1	Competency: Student is able describe various activities and lifestyles for older adults	REFLECTION PAPER DUE
	Objectives	<p>1. <i>Describe and discuss the daily activities and lifestyles for older adults.</i></p>	
		Read: Activities and Lifestyles (articles) Chapter #4: Physical Health and Well-Being (Aging, the Individual and Society text)	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	
10	Mod. 8.1	Competency: Student is able to describe religion, spirituality, death and dying for older adults	
	Objectives	<p>1. <i>Describe the difference between religion and spirituality.</i> 2. <i>Discuss some of the ways older adults practice religion and spirituality.</i> 3. <i>Describe and discuss general social principles for death and dying.</i></p>	
		Read: Religion and Spirituality (articles) Chapter 14: Death and Dying (Aging, the Individual and Society text)	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	

11	Mod. 9.1	Competency: Student is able to discuss community social services for older adults	
	Objectives	1. <i>Describe several types of community social services for older adults.</i>	
		Read: Community Social Services (articles) Chapter 10, Living Environments (Aging, the Individual and Society text)	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	
12	Mod. 10.1	Competency: Student is able to describe different social inequality	
	Objectives	1. <i>Describe and discuss several types of social inequality.</i>	
		Read: Social Inequality (articles) Chapter 13: Women and Ethnic Groups (Aging, the Individual and Society text)	
		Assignment: N/A	
13	Mod. 10.2	Competency: Student is able to impacts of the economy on older adults	FILM CRITIQUE DUE
	Objectives	1. <i>Describe and discuss several impacts of the economy on older adults.</i>	
		Read: The Economy (articles)	
		Assignment: Moderated Discussion (10 points)	
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	

14	Mod. 11	Competency: Student is able to describe politics, government and the future of aging	
	Objectives	<ol style="list-style-type: none">1. <i>Describe and discuss current politics, the government and the impact on the aging population.</i>2. <i>Discuss the future for older adults from a sociology perspective.</i>	
		Read: Politics and Government and Aging and the Future (articles) Chapter 15: Politics, Policies and Programs (Aging, the Individual and Society text)	
		Assignment: Moderated Discussion (10 points)	Sun 11:59pm
		<i>Demonstrate knowledge of main competency by completing the moderated discussion, as assessed by the grading rubric.</i>	
15		Main Competency: Complete Final Exam (Modules 7.1-11: Chapters 4, 10, 11, 12, 13, 14, 15 and articles)	

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Course Syllabus Spring

Instructor:

Roberta Schouten, MA, MS,
LMFT, LAC

Department: Aging Studies

Office Location: N/A

Telephone: 316-737-1204

Email:

Roberta.schouten@wichita.edu

Preferred Method of

Contact: Email

Office Hours: Appt. Only

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Required Text: Saxon, S.V., Etten, M.J., and Perkins, E.A. (2010). *Physical Change and Aging: A Guide for the Helping Professions*, Fifth Edition. Springer Publishing Company, LLC.

Course Description: This course is designed to advance student's current understanding of the aging process with the most up-to-date information and research. In addition, students will mature their understanding of the biology of aging through a system-by-system portrayal of aging phenomena. Students will be expected to develop a wide-ranging understanding of the complexities of the aging process from various perspectives.

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves

Definition and Assignment of Credit Hour:

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture materials, online quizzes, and blog/discussion boards. The remaining hour will be spent completing other out-of-class work (written assignments, case studies, and the like) for a total of 135 hours.

Academic Honesty:

In accordance with the Wichita State University Student Catalogue, items detailed in the following bullet points constitute academic misconduct. The penalty for one act of academic misconduct in this class is failure (0 points) for the assigned item. The penalty for a second act of academic misconduct is failure (F grade) for the entire semester, and reporting of the misconduct to the university administration.

1. Plagiarism – All assignments must be the student's original work. Plagiarism is the intentional use of the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source. This can include copying another student's paper, creative work, article, or computer work, and submitting it as one's own original. *Submitting the same or similar paper for more than one class is considered plagiarism of your own work and is not acceptable.* With respect to term papers, if students use direct wording from another source, they should put the information in quotation marks and include a reference to the original work at the end of the quotation. You should try to keep direct quoting at a minimum. Learning to rephrase and condense others work will be a valuable learning experience.

Please note: your assignments will be submitted through Safe Assignment. Safe Assignment is highly advanced plagiarism prevention service. To ensure originality of student-submitted documents, Safe Assignment matches student papers with every document on the Internet and with many electronic document databases, including "paper mill" databases, "term paper for sale" sources, and every paper

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Course Description: Designed to provide students with the most up-to-date information on the current understanding of the aging process. Students develop an understanding of the biology of aging with a system-by-system description of aging phenomena. Students are expected to develop an understanding of the complexities of the aging process from various perspectives.

Success in this 3 hour credit course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

- **LO1** Identify and describe the key information and research theories of biological aging.
- **LO2** Identify and differentiate the vast complexity of aging of a disease or pathology of various organ systems.
- **LO3** Identify lifestyle modifications and preventive health care strategies as well as diagnosis and treatment of age-related diseases.
- **LO4** Identify and describe the psychological and social implications of age-related change for human behavior.
- **LO5** Apply knowledge gained in professional and personal situations.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes

Grading System and Requirements:

Participation (details follow)	=	140
Two, 100 point exams (details follow)	=	<u>200</u>
Total	=	340 <u>points</u>

340 to 320 points	=	A	261 to 252 points	=	C
319 to 306 points	=	A-	251 to 238 points	=	C-
305 to 296 points	=	B+	237 to 228 points	=	D+
295 to 286 points	=	B	227 to 218 points	=	D
285 to 272 points	=	B-	217 to 204 points	=	D-
271 to 262 points	=	C+	203 or less	=	F

Important Academic Dates

For _____ semester 20_____, classes begin _____, _____ 20_____, and end _____, _____, 20_____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20_____. There are no classes on _____, 20_____. The final exam period is _____, 20_____.

Style of Instruction:

This class is a freestanding, online experience. There is **NO in-person meeting** - Students are welcome at any time during the semester to email or arrange a phone meeting with the instructor.

Using the assigned articles, textbook, and chapter outlines as a content base, each week the class

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addresses unique themes in the biology of aging. Within Blackboard, you will find pertinent class materials organized by week. Specifically, at the start of each week, you should look in the Course Documents section of Blackboard for information assigned for the week.

Online Participation:

Each week begins Monday and ends at 11:59 p.m. on Sunday. At the start of each week, you will find several questions posted in the Discussion Board. The questions relate to content covered in the assigned article readings. You must generate a total of 3 "original" postings to the questions posed by the instructor. At least one "original" post PER ARTICLE.

If there are only 2 articles during a particular week select a 2nd question from one of the two articles to complete your 3rd "original" post. If there are 4 articles during a particular week, select 3 of the articles to create an "original" post. Original postings should be thoughtful and seek to apply knowledge gained from the article. Original postings should be complete by 11:59 p.m. Wednesday of the corresponding

week. You should read and provide "follow-up" responses to postings made by classmates; THREE follow-up postings are required to be posted by 11:59 p.m. Sunday of the corresponding week.

In follow-up postings, it is acceptable to agree or disagree with a classmate, BUT you should be sure to expand upon your points making it clear WHY you agree or disagree with the comments of a classmate. You must put thought into your response and support your statement from information learned from the text, a peer-reviewed article, or reliable website. Simply typing, "Ditto" or "I agree" does not constitute a follow-up response. Incomplete and/or poor quality responses will be graded accordingly.

Make note: the discussion board participation is a LARGE percentage of your final grade. Outside of the 2 exams scheduled for this semester there are no other assignments – reading the assigned articles and providing thorough, high-quality posts technically are your assignments this semester, so DO NOT take the discussion board participation lightly.

The following is a "GENERAL" rubric for points earned for discussion board responses.

Again, I want to make the point that your responses need to be of high quality.

Points	Requirement
1	One follow-up posting in response to a classmate's posting. One point will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your response to a classmate's posting. This is not solely an opinion or a general discussion. If you present your opinion it must be supported by factual information – from the text, an academic research article or a reliable website.
2	One original posting in response to an instructor question. Two points will be earned if the response is well thought out, grammatically correct, and supported by information in the text or a reliable website. You must provide information to support your answer. This is not solely an opinion or a general discussion. If you present your opinion it must be supported by factual information – from the text, an academic research article or a reliable website. Please provide the source of

Any combination of the above rubric points can be totaled to obtain your Discussion Board (DB) points. Specific feedback will be provided during the first few weeks to help

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shape your answers. Typical point increments include...

Points	Requirements
2	Two appropriate follow-up postings
3	One original and one follow-up appropriate posting

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4	One original and two follow-up appropriate posting
5	Two appropriate original postings.
6	Two appropriate original and one follow-up posting.
7	Three appropriate original postings.
8	Two appropriate original and two follow-up posting.
9	Three original postings and two follow-up posting.
9.5	Three original and three follow-up postings. One or more of the postings are too
10	Three original and three follow-up appropriate postings. Postings meet all requirements for full credit. Appropriate response, citation (text, article, or website), and adequate in length. These are well-thought out responses. Original responses tend to be a good full paragraph in the length.

PARTICIPATION IN REVIEW:

The week will run from Monday morning to Sunday night at 11:59pm.

Original Posting to discussion board questions are due **Wednesday** by 11:59pm.

Follow-up Postings to discussion board questions are due **Sunday** by 11:59pm.

Full participation as defined above results in 10 points per discussion board, up to a maximum of 140 points. Failure to fully participate in discussions will result in point deductions. You must participate in **ALL 14** discussion weeks.

As a matter of web etiquette, type your responses as you would any paper or letter (capitalizing the first word of a sentence, or any proper nouns). Do not type your entire response IN CAPITAL LETTERS. You may occasionally chose to emphasize a particular word or phrase by placing it in capitals, but again, do not type your entire response in capital letters. You will not be graded on spelling or grammar, but do look at your responses before you submit them to make sure they are as "clean" as possible. This will help all of us to understand what you mean.

At a minimum, you can count on the instructor to monitor online discussions every Monday and Thursday. It is tempting to believe that the instructor "lives" online and is available at all times, but this is not the case. . The instructor may not always post a comment or reply on each discussion board, but will read each post generated to guarantee accuracy of information.

Exams:

As noted in the Grading System and Requirements, this course includes two exams. You may take the exam at anytime during exam week, but must complete the exam by Sunday at 11:59 pm of exam week. **Failure to complete the exam by the end of the scheduled week results in a 10-point (one letter grade) deduction. The exam MUST be completed**

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within **24 hours** of the initial entry of the exam. You may exit and enter the exam as many times as you desire during that 24 hour window. **Make sure to SAVE all work, but do not "Save and Submit" UNTIL you have completed the entire exam and intend to submit.**

The exam is worth **100 points** and consists of **FOUR (4) ESSAY** questions each worth **25** points.

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The Blackboard system will randomly select the four questions from a pool of questions pertaining to the materials covered over that period of time. If a student should experience a transmission error during the exam due to Internet problems, the student should immediately email the instructor at roberta.schouten@wichita.edu. The instructor will reset the test function within 12 hours, and the student will be expected to resubmit the exam within 24 hours.

To help you prepare for the online testing experience, a practice exam can be found under the EXAMS tab. Practice answering and saving before exiting, then reenter the exam and answer another question to become comfortable with the format. Once you have completed ALL the practice exam questions you will Save and Submit.

Because it is impossible to monitor student's use of textbook (hint hint) or other materials during an online exam, the assumption is that you will have these resources available during the test. However, the timeframe to complete this exam does not allow you to look up every point as you proceed through the test. Therefore, prior study and preparation for the exam is critical. Reminder: you have a 24 hour window to complete the exam once you initially enter. Also, you may enter and exit the exam as many times as you desire during that 24 hour window. Make sure to SAVE ALL ANSWERS and ONLY Save and Submit once you have fully completed the exam and wish to submit.

Extra Credit:

Throughout the semester you will be provided with opportunities to earn extra credit points. These points will apply toward your final grade. You may participate in as many of these opportunities as you wish for the knowledge and experience they provide, however, a maximum of only 20 points may be earned and applied toward your final grade.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services(DS).

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Diversity and Inclusive

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BIOLOGY OF AGING

AGE 818

3 Credit Hours

Wichita State University

Spring Semester 2015

Asynchronous Internet/Blackboard Course

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AGE 870 Interprofessional Practicum Experience, Master Syllabus

Instructor: Nicole L. Rogers, PhD
Department: Public Health Sciences
Office Location: 135 Ahlberg Hall
Telephone: (316) 978-6684
Email: nicole.rogers@wichita.edu
Preferred Method of Contact: Email
Office Hours: Tuesday & Thursday 1:00 to 3:00

How to use this Syllabus

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Academic Honesty

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http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy
http://webs.wichita.edu/inaudit/ch2_17.htm.

Course Description

Internship experience designed to help students encounter variety of age-related settings as well as integrating their academic aging studies and practical experience through supervised placement in multiple agencies or organizations. Internship requires 160 contact hours for each 3 hours of credit. Prerequisites: 9 hours of aging studies credit and instructor's consent prior to registration.

Definition of a Credit Hour

Success in this 3 credit hour independent study is based on the expectation that students will spend, for each unit of credit, 35 hours over the length of the course (approx. 45 hours of research and writing for each unit of credit) for a total of 135 hours.

Measurable Student Learning Outcomes

The practicum component of the Aging Studies program is designed to help students experience a variety of age-related settings as well as bridge their academic studies with a professional experience. Practicums are individually designed to enhance the learning needs and career goals of each student. Students will spend approximately 2 weeks at 6-8 sites. Placements have included such arenas as:

- Senior centers
- Senior service organizations
- Area and state agencies on aging
- Housing
- Public, non-profit and corporate settings
- Educational settings
- Health and long term care facilities

LO#1 Identify the formal organization of an age-related organization/facility (listed above) through the agency report assignment.

LO#2 Recognize issues related to working in a health care facility

LO#3 Describe the day to day operation by observing procedures and policy, participating in meetings, sharing in decision making and by hands on project experience.

LO#4 Discuss personal growth in at least 3 aging studies areas

Class Protocol

There are several steps involved in finding appropriate practicum placements:

1. During the semester before the internship, the student is expected to contact their faculty advisor and indicate his/her interest in planning a multidisciplinary practicum. This should take place as early as possible during the previous semester. At this time, the student's needs, goals and career objectives will be discussed, as well as the number of credit hours desired.
2. Following discussions with the practicum advisor, students will be instructed to contact potential practicum sites. It is often helpful at this step to talk to several agencies to find out what types of practicum opportunities they might have available. Remember: the practicum experience is intended to be a learning experience. Students should carefully consider what types of skills/opportunities each site is likely to provide.
3. In conjunction with the practicum advisor, students select/accept a practicum:
 - a. Discuss selection with internship advisor.
 - b. Notify practicum site(s) of your decision.
 - c. Register for practicum

Agency Contribution and Responsibilities

The agency accepting a practicum student makes a critically important contribution to the professional socialization of the student and serves as a bridge between the University and employment in the field. The field supervisor is responsible for:

1. Orienting the student to the agency's mission and operating procedures
2. Allowing the student to shadow employees
3. Regularly observing and conferring with the student

Expectations of the Student

While in the field, students are expected to exhibit a high level of maturity and performance as well as a willingness to expend maximum time and effort for the agency. The highest standards of professional conduct are expected at all times. Remember: you are representing Wichita State University and yourself. Please make sure the experience is one of which you will be proud. Professional misconduct, as defined by the field supervisor and/or the faculty supervisor, is adequate reason for termination of a placement, denial of future placements, and a final grade of F.

Communication

If at any time the student feels she or he is having communication problems or any other difficulty, she or he should contact the faculty advisor immediately. Likewise, the field supervisor should contact the faculty supervisor at any time there is a need to discuss the placement.

Assignments

Journal: LO#1, LO#2, LO #4 (10 submissions) – 200 points

The student maintains a daily journal as a record of observations and activities. The journal serves as a source of information that will be helpful in the writing of the final report and in tracing your personal and professional development. **The journals should be submitted via Blackboard after being at the site two days and submitted every two weeks after that.**

Agency Report – LO# 1, LO# 3 - 100 points

One of the goals of the practicum is to gain a greater understanding of the health services system. Students will document their experience learning about the organization through the completion of an organization paper; prepare a half-page summary paper on each organization.

Final Paper: LO#5 – 200 points

You will write a paper summarizing what you've learned through the practicum, stated in age-related terms.

Site visits: The faculty supervisor may visit the agency at some time during the semester to meet with the student and the field supervisor.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used.*) (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

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465-500	A	4.00	<i>The A range denotes excellent performance.</i>
450-464	A-	3.70	
435-449	B+	3.30	
415-434	B	3.00	<i>The B range denotes good performance.</i>
400-414	B-	2.70	
385-399	C+	2.30	
365-384	C	2.00	<i>The C range denotes satisfactory performance.</i>
350-364	C-	1.70	
335-349	D+	1.30	
315-334	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
300-314	D-	0.70	
299 and below	F	0.00	<i>F denotes failing performance.</i>

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AGE 895 Thesis Research, Master Syllabus

Instructor:	Nicole L. Rogers, PhD
Department:	Public Health Sciences
Office Location:	135 Ahlberg Hall
Telephone:	(316) 978-6684
Email:	nicole.rogers@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:00 to 3:00

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Course Description

Individual guidance in the development of a specific research problem. Potential thesis topics should be formulated by the student and discussed with their thesis advisor. Maybe repeated for a maximum of 6 hours credit. Prerequisite: completion of, or current enrollment in, all academic coursework for the master's degree.

Course Information

This course is an independent study course for students undertaking the research and writing of a master's thesis. A thesis is a substantive piece of scholarship or creative work involving primary and/or secondary research, which serves to demonstrate mastery over the discourse, methods, and content of at least one academic, creative, or professional field. A thesis requires students to synthesize knowledge and skills acquired over the course of the graduate career. All thesis projects must be designed and completed under the supervision of a graduate faculty thesis supervisor and, at the supervisor's discretion, may be reviewed by additional faculty advisors.

Thesis Supervisor

The master's thesis requires students to apprentice themselves to an established scholar that holds Graduate Faculty Status with the Graduate School. Students must seek out and secure mentors who agree to supervise the thesis project through each stage of the process – from the initial proposal through the research and analysis or design stages to final defense. Thesis supervisors are expected to mentor students toward challenging intellectual experiences that advance the student's critical and/or creative abilities. The thesis supervisor serves as the instructor of record for AGE 899.

Definition of a Credit Hour

Success in this 3 credit hour independent study is based on the expectation that students will spend, for each unit of credit, 35 hours over the length of the course (approx. 45 hours of research and writing for each unit of credit) for a total of 135 hours.

Measurable Student Learning Outcomes

LO#1 Demonstrate mastery over the discourse, methods, and content of at least one academic, creative, or professional field

- LO#2 Critically evaluate research articles or creative work in the field
- LO#3 Integrate core critical abilities, including critical and/or creative thinking, as well as analytical and communication skills
- LO#4 Produce an independent piece of scholarship/work that demonstrates intensive study of a specific topic, research problem, or creative method

Required Texts/Readings Textbook

Will be assigned by instructor of record.

Class Protocol

Students are expected to arrange weekly meetings with the faculty member and to arrive on time to meetings prepared with questions related to the research or creative activity and thesis drafts as assigned. To cancel a meeting, email the instructor with as much advance notice as possible.

Cell phones must be turned off or silenced and put away during meetings. Let the instructor know if you need to leave your cell phone on for any reason.

Grading Scale

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Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
100 - 93	A	4.00	<i>The A range denotes excellent performance.</i>
92 - 90	A-	3.70	
89 - 87	B+	3.30	
86 - 83	B	3.00	<i>The B range denotes good performance.</i>
82 - 80	B-	2.70	
79 - 77	C+	2.30	
76 - 73	C	2.00	<i>The C range denotes satisfactory performance.</i>
72 - 70	C-	1.70	
69 - 67	D+	1.30	
66 - 63	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
62 - 60	D-	0.70	
59 - 0	F	0.00	<i>F denotes failing performance.</i>

Grading Guidelines

A: Student assumes responsibility for directing project. Demonstrates clear understanding of hypothesis tested and of experimental or creative approaches used in the field. Student attends regularly and arrives on time for research work and meetings. (90-100 points)

B: Student has modest understanding of hypothesis tested and of experimental or creative approaches used in the field. Student attends regularly and arrives on time for research work and meetings. (80-89 points)

C: Student has modest understanding of hypothesis tested and of experimental or creative approaches used in the field. Student is not reliable regarding research work or is not reliable in maintaining an accurate record of research work or research/creative activity. (70-79 points)

D: Student has poor understanding of research project or creative activity. Student is not reliable regarding research work or is not reliable in maintaining an accurate record of research work or research/creative activity. (60-69 points)

F: Student fails to grasp basic concepts driving research project or creative activity. Student has substantial issues regarding research work or in maintaining an accurate record of research work or research/creative activity. (59 points or below)

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Tentative Schedule

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3	LO#1, LO#2	Student works on reading, thesis work, etc.
4	LO#1, LO#2	Student works on reading, thesis work, etc.
5	LO#1, LO#2	Student works on reading, thesis work, etc. Meet with faculty mentor and submit work.
6	LO#2, LO#3	Student works to complete thesis.
7	LO#2, LO#3	Student works to complete thesis.
8	LO#2, LO#3	Student works to complete thesis.
9	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete thesis project.
10	LO#1, LO#2, LO#3	Student works on reading, data collection, thesis work, etc.
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12	LO#1, LO#2, LO#3	Student works on reading, data collection, thesis work, etc.
13	LO#1, LO#2, LO#3, LO#4	Meet with faculty mentor. Student works on reading, data collection, thesis work, etc.
14	LO#1, LO#2, LO#3, LO#4	Student works on reading, data collection, thesis work, etc.
15	LO#1, LO#2, LO#3, LO#4	Meet with faculty mentor. Student works to complete thesis project.
16	LO#5	Submit Thesis Chapters 1-3.



AGE 898 Applied Research Paper, Master Syllabus

Instructor:	Nicole L. Rogers, PhD
Department:	Public Health Sciences
Office Location:	135 Ahlberg Hall
Telephone:	(316) 978-6684
Email:	nicole.rogers@wichita.edu
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Course Description

Original research project under a faculty member's direction. Project requires a written report and defense of that report before a faculty committee. Must be an individual effort, not a group project. Intended to be a major project or capstone activity complete at the end of a student's program of study. Repeatable. Prerequisite: graduate level research methods class.

Definition of a Credit Hour

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Measurable Student Learning Outcomes

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- LO#2 Integrate core critical abilities, including critical and/or creative thinking, as well as analytical and communication skills;
- LO#3 Contribute to a piece of scholarship/work that demonstrates intensive study of a specific topic, research problem, or creative method.

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10	LO#2	Student works on research project, etc.
11	LO#2	Student works on research project, etc.
12	LO#2	Student works on research project, etc.
13	LO#2	Meet with faculty mentor. Student works on research project, etc.
14	LO#2	Student works on research project, etc.
15	LO#2	Meet with faculty mentor. Student works on research project..
16	LO#3	Submit research project.



AGE 899 Thesis, Master Syllabus

Instructor:	Nicole L. Rogers, PhD
Department:	Public Health Sciences
Office Location:	135 Ahlberg Hall
Telephone:	(316) 978-6684
Email:	nicole.rogers@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:00 to 3:00

How to use this Syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct
http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy
http://webs.wichita.edu/inaudit/ch2_17.htm.

Course Description

Repeatable, but total credit hours counted toward degree requirements must not exceed 4 hours.

Course Information

This course is an independent study course for students undertaking the research and writing of a master's thesis. A thesis is a substantive piece of scholarship or creative work involving primary and/or secondary research, which serves to demonstrate mastery over the discourse, methods, and content of at least one academic, creative, or professional field. A thesis requires students to synthesize knowledge and skills acquired over the course of the graduate career. All thesis projects must be designed and completed under the supervision of a graduate faculty thesis supervisor and, at the supervisor's discretion, may be reviewed by additional faculty advisors.

Thesis Supervisor

The master's thesis requires students to apprentice themselves to an established scholar that holds Graduate Faculty Status with the Graduate School. Students must seek out and secure mentors who agree to supervise the thesis project through each stage of the process – from the initial proposal through the research and analysis or design stages to final defense. Thesis supervisors are expected to mentor students toward challenging intellectual experiences that advance the student's critical and/or creative abilities. The thesis supervisor serves as the instructor of record for AGE 899.

Definition of a Credit Hour

Success in this 3 credit hour independent study is based on the expectation that students will spend, for each unit of credit, 35 hours over the length of the course (approx. 45 hours of research and writing for each unit of credit) for a total of 135 hours.

Measurable Student Learning Outcomes

- LO#1 Demonstrate mastery over the discourse, methods, and content of at least one academic, creative, or professional field
- LO#2 Critically evaluate research articles or creative work in the field

- LO#3 Critically analyze data for accuracy
 LO#4 Integrate core critical abilities, including critical and/or creative thinking, as well as analytical and communication skills
 LO#5 Produce an independent piece of scholarship/work that demonstrates intensive study of a specific topic, research problem, or creative method

Required Texts/Readings Textbook

Will be assigned by instructor of record.

Class Protocol

Students are expected to arrange weekly meetings with the faculty member and to arrive on time to meetings prepared with questions related to the research or creative activity and thesis drafts as assigned. To cancel a meeting, email the instructor with as much advance notice as possible.

Cell phones must be turned off or silenced and put away during meetings. Let the instructor know if you need to leave your cell phone on for any reason.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
100 - 93	A	4.00	<i>The A range denotes excellent performance.</i>
92 - 90	A-	3.70	
89 - 87	B+	3.30	
86 - 83	B	3.00	<i>The B range denotes good performance.</i>
82 - 80	B-	2.70	
79 - 77	C+	2.30	
76 - 73	C	2.00	<i>The C range denotes satisfactory performance.</i>
72 - 70	C-	1.70	
69 - 67	D+	1.30	
66 - 63	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
62 - 60	D-	0.70	
58 - 0	F	0.00	<i>F denotes failing performance.</i>

Grading Guidelines

- A: Student completes written or creative assignments in a timely manner and the thesis meets or exceeds expectations. (90 – 100 points)
- B: Student completes written or creative assignments in a timely manner and the thesis meets expectations. (80 – 90 points)
- C: Student does not complete written or creative assignments by the suggested deadlines and the thesis fails to meet expectations. (70 – 80 points)

D: Student does not complete written or creative assignments and the thesis contains significant flaws. (60 – 70 points)

F: Student fails to complete the thesis. (58 points or lower).

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		Meet with Faculty mentor to discuss thesis, assign parameters and schedule of reading, work, etc.
2	LO#1	Student works on reading, data collection, thesis work, etc.
3	LO#2	Student works on reading, data collection, thesis work, etc.
4	LO#2	Student works on reading, data collection, thesis work, etc.
5	LO#1, LO#2	Student works on reading, data collection, thesis work, etc. Meet with faculty mentor and submit work.
6	LO#2, LO#3	Student works to complete thesis.
7	LO#2, LO#3	Student works to complete thesis.
8	LO#2, LO#3	Student works to complete thesis.
9	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to thesis project.
10	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to thesis project.
11	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to thesis project.
12	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to thesis project.
13	LO#1, LO#2, LO#3, LO#4	Meet with faculty mentor. Student works to thesis project.
14	LO#1, LO#2, LO#3, LO#4	Student delivers oral presentation.
15	LO#1, LO#2, LO#3, LO#4	Meet with faculty mentor. Student works to thesis project.
16	LO#5	Submit final thesis.



PHS 804: Principles of Statistics in the Health Sciences (Fall 20XX)

Instructor:	Douglas F. Parham, PhD, CCC-SLP
Department:	Department of Communication Sciences and Disorders
Office Location:	Room 427, Ahlberg Hall (AH)
Telephone:	316-978-5634 (AH)
Email:	douglas.parham@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday, 3:00 (day and time subject to change)
Classroom; Days/Time:	Room 100A, Ahlberg Hall (AH); Monday, 4:30 p.m. to 6:50 p.m. (1630 to 1850)

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives. Any changes will be announced in advance. Students will be notified by email if any changes are made to this syllabus; in such a case, a revised syllabus will be posted on the course Blackboard site.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct
http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy
http://webs.wichita.edu/inaudit/ch2_17.htm.

Course Description

Introductory statistics for graduate students in the social and health sciences with little or no background in statistics. Provides first year (or equivalent) MPH students with a basic understanding of certain statistical techniques, the appropriate application of these techniques, and use of the software package, SPSS.

Additional Information: At the completion of the course, the student should be able to apply these techniques to health-related problems and interpret results from diverse methods in the health-related literature.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

- Analyze the rationale for descriptive statistics and inferential statistics. (LO 1)
- The purpose of statistical reporting (e.g., when is it needed, how should it appear). (LO 2)
- Analyze statistics that relate to differences among groups, conditions, and time points (e.g., t tests,

ANOVA). (LO 3)

- Analyze statistics that relate to understanding associations among variables (e.g., correlation, regression). (LO 4)
- Distinguish between the applications of parametric and those of nonparametric statistics (i.e., when and where to use each family of tests). (LO 5)
- Formulate best practices for data visualization and data presentation. (LO 6)
- Appraise general statistical reporting in the academic literature, in presentations, and in public dissemination of data in their respective disciplines. (LO 7)

Required Texts/Readings Textbook

There is only one required textbook for this class. It is available in the WSU Bookstore and online.

TITLE:	<i>SPSS Survival Manual</i> (Paperback)
EDITION (YEAR):	Fifth (2013)
AUTHOR:	Julie Pallant
PUBLISHER:	MCG UK
ISBN-13:	978-0335262588
ISBN-10:	0335262589

The instructor will provide supplementary readings and materials when relevant to learning and exam preparation. These readings and materials will be available on the course's Blackboard shell.

Technology Expectations

It is critical that you have access to both a reliable computer and a reliable internet connection. Much of this course is online. Students will use Blackboard for gaining course information, readings, and handouts; and accessing and completing exams. Web addresses to software and instructional information will be provided to the students by the instructor. Students will be expected to use the instructional information to prepare for exams.

Class Protocol

Because every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. In all classrooms fitted with a University visual emergency alert system, all pagers/cellular phones/electronic devices that generate sound must be turned off when you enter the room. Disruption of class, whether by latecomers, noisy devices, or inconsiderate behavior will not be tolerated. Repeated violations may result in an administrative withdrawal.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Percent	Letter grade	Grade Points	Interpretation
93%–100%	A	4.00	<i>The A range denotes excellent performance.</i>
90%–92%	A-	3.70	
87%–89%	B+	3.30	

83%–86%	B	3.00	<i>The B range denotes good performance.</i>
80%–82%	B-	2.70	
77%–79%	C+	2.30	
73%–76%	C	2.00	<i>The C range denotes satisfactory performance.</i>
70%–72%	C-	1.70	
67%–69%	D+	1.30	
63%–66%	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
60%–62%	D-	0.70	
0%–59%	F	0.00	<i>F denotes failing performance.</i>

Assignments

A total of 600 points can be earned from the following assignments:

- (1) There will be three online exams, each worth 100 points (300 points total). There will be no paper versions of these exams. Makeup exams are not automatically available. After consultation with the student, the instructor retains the prerogative to allow or not allow a makeup exam.
- (2) There will be ten in-class assignments, each worth 10 points (100 points total). There are no makeup assignments. Information regarding these assignments will be provided in class.
- (3) There will be one data-related assignment worth 100 points. There is no makeup assignment. Information regarding this assignment will be provided throughout the semester.
- (4) Attendance is worth 100 points. Attendance will be taken during the semester. Final grade determination will be adversely affected by excessive absences (more than 3 unexcused). It is critical that the student alert the instructor in advance as to absences.

Important Academic Dates

For Fall semester 20XX, classes begin XXXX, XXXX 20XX, and end XXXX, XXXX, 20XX. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is XXXX, 20XX. There are no classes on XXXX, 20XX. The final exam period is XXXX, 20XX.

Disabilities

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Course Evaluations

Near the end of the semester, you will be asked to complete one or two course evaluations (SPTE and IDEA). Please complete the evaluations, as they are used to improve the course for future students.

Higher Education Opportunity Act (HEOA) Compliance

The Higher Education Opportunity Act (HEOA) requires that institutions offering distance education have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. WSU complies with this requirement by assigning a secure login and pass code to each student. Your WSU username and password are used to authenticate you as a user. Additionally, communication regarding this class between students and faculty should be conducted via the official WSU email account (or Blackboard account), which also requires a secure login. **DO NOT SHARE** your WSU username and password with anyone.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the PHS Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the College of Health Professions to successfully resolve such issues. These policies are available upon request.

Technical Assistance

If you run into problems, take these steps to get HELP:

- For any password problems, call the WSU Helpdesk at (316) 978-4357.
- If you need help using Blackboard, go to

<http://webs.wichita.edu/?u=mrcweb2&p=/elearning/Blackboard/> .

- For clarification of course content, send me an email (douglas.parham@wichita.edu).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

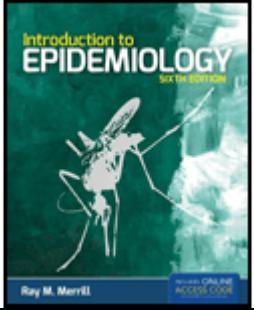
Tentative Schedule

Week	Date	Topics	Readings	Assignments (with LOs)
1	08/22	Introduction/Course overview	None	Online intro questions Due Sun, 08/28 (LO 1 and 2)
2	08/29	General statistical concepts	Online materials	In-class work (LO 1 and 2)
3	09/05	<i>NO CLASS MEETING (Labor Day)</i>	None	None
4	09/12	Hypothesis testing, probability, Z scores Graphing	Pallant, Chs. 1-10 Online materials	In-class work (LO 1, 2, and 6)
5	09/19	Introduction to <i>t</i> tests	Pallant, Chs. 16-17 Online materials	In-class work (LO 3 and 7)
6	09/26	Overview of <i>t</i> tests	Pallant, Chs. 16-17 Online materials	EXAM 1 Due Sun, 10/02 (LO 3 and 7)
7	10/03	Introduction to ANOVA	Pallant, Chs. 18-19 Online materials	In-class work (LO 3 and 7)
8	10/10	Overview of ANOVA Two-way ANOVA concepts	Pallant, Chs. 18-19 Online materials	In-class work (LO 3 and 7)
9	10/17	<i>NO CLASS MEETING (Fall Break)</i>	None	None

10	10/24	Overview of correlation and partial correlation Introduction to linear and multiple regression	Pallant, Chs. 11-13 Online materials	In-class work (LO 4 and 7)
11	10/31	Overview of linear and multiple regression Introduction to factor analysis	Pallant, Chs. 13, 15 Online materials	In-class work EXAM 2 Due Sun, 11/06 (LO 4 and 7)
12	11/07	Overview of logistic regression Overview of survey analysis	Pallant, Ch. 14 Online materials	In-class work (LO 4, 5, and 7)
13	11/14	<i>NO CLASS MEETING (ASHA)</i>	None	None
14	11/21*	Non-parametric statistics	Pallant, Ch. 16 Online materials	In-class work (LO 5 and 7)
15	11/28*	Odds ratios Overview of survival analysis Graphing	Online materials	In-class work (LO 2, 5, 6, and 7)
16	12/05*	Introduction to mixed ANOVA Introduction to ANCOVA Introduction to MANOVA	Pallant, Ch. 20-22 Online materials	In-class work Research Assignment Due Sun, 12/11 EXAM 3 Due Sun, 12/11 (LO 3 and 7)
Final	12/12	<i>NO CLASS MEETING (Final Exam Week)</i>	None	No final exam

* Potential date of in-class course evaluations (SPTE).



Syllabus	PHS 808: Principles of Epidemiology Spring 2017 – CRN XXXXX
Professor Information	Nikki Keene Woods, PhD, MPH, MA Department of Public Health Sciences Office: 135c AH Phone: 316-978-3060 Email: nikki.keenewoods@wichita.edu (best contact method) In-Person and Virtual Office Hours: Tuesday from 1-3 PM and by appointment
Graduate Teaching Assistant Information	Lamin Barrow In-Person and Virtual Office Hours: Wednesday from 9-11 AM and by appointment Email: libarrow@wichita.edu
How to Use this Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If any changes are made to the course they will be posted on blackboard and emailed to students.
Required Readings	 <p>Ray M. Merrill. 2013. <i>Introduction to Epidemiology</i>. 6th Ed., Burlington, MA: Jones & Bartlett. ISBN: 9781449665487</p> <p>Relevant readings and web searches may be assigned to supplement these resources and will be available through Blackboard.</p>
PHS Course	An introductory graduate-level course concerning epidemiological principles and how these form the scientific basis for

Description	public health.																						
PHS Department Mission	To prepare leaders to work effectively across the lifespan among diverse populations in an interprofessional health system.																						
Course Learning Outcomes	<p>Upon completion of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Define the foundations and historical developments of epidemiology 2. Measures health status using epidemiological tools 3. Interpret descriptive statistics in epidemiology 4. Compare and evaluate epidemiological research methods and study designs 5. Recognize the difference between association and causality 6. Demonstrate techniques for conducting epidemiological investigations 7. Apply epidemiological methodology to community health issues 8. Use data to: define a problem, select and define variables, illuminate public health issues, and make relevant inferences 9. Evaluating the integrity and comparability of data and identifying gaps in data 10. Demonstrate critical appraisal skills by performing a critique of the published epidemiological literature 																						
Course Format	This course is an ONLINE course. The online structure may include: lecture, discussion, seminar discussion/presentations, individual/group assignments, and additional formats consistent in meeting the course objectives. See the course schedule below for more details and dates.																						
Course Assignments	<p>Grades will be based on the successful completion of 8 course assignments areas:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">COURSE ASSIGNMENTS</th> </tr> </thead> <tbody> <tr> <td>1. Introduction discussion</td> <td>2%</td> </tr> <tr> <td>2. Weekly assignments and online participation</td> <td>13%</td> </tr> <tr> <td>3. Quizzes (4)</td> <td>20%</td> </tr> <tr> <td>4. Midterm</td> <td>10%</td> </tr> <tr> <td>5. Final exam</td> <td>15%</td> </tr> <tr> <td>6. Literature review proposal</td> <td>5%</td> </tr> <tr> <td>7. Literature review final paper</td> <td>15%</td> </tr> <tr> <td>8. Discussion of final papers</td> <td>5%</td> </tr> <tr> <td>9. Epidemiology Interview</td> <td>15%</td> </tr> <tr> <td>Course Total</td> <td>100 points</td> </tr> </tbody> </table> <p>Each week we will complete online activities and assignments. Activities will be a mix of group and individual work and are designed to enhance course objectives. Your active participation in course is crucial to course success.</p> <p>NOTE: <u>late assignments will not be accepted under any circumstances</u>. Review the course schedule below and keep track of due dates. You must complete all required course readings to actively participate.</p>	COURSE ASSIGNMENTS		1. Introduction discussion	2%	2. Weekly assignments and online participation	13%	3. Quizzes (4)	20%	4. Midterm	10%	5. Final exam	15%	6. Literature review proposal	5%	7. Literature review final paper	15%	8. Discussion of final papers	5%	9. Epidemiology Interview	15%	Course Total	100 points
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6. Literature review proposal	5%																						
7. Literature review final paper	15%																						
8. Discussion of final papers	5%																						
9. Epidemiology Interview	15%																						
Course Total	100 points																						
Grades	Grades will be posted to Blackboard and shall be based on the following +/- point scale:																						

GRADING SCALE	
93 – 100	= A
90 – 92	= A-
87 – 89	= B+
83 – 86	= B
80 – 82	= B-
77 – 79	= C+
73 – 76	= C
70 – 72	= C-
67 – 69	= D+
63 – 66	= D
60 – 62	= D-
< 59	= F

A= Distinguished achievement. Went above and beyond the assignment. Clearly met the objectives; sought out information/scholarly sources beyond recommended or required. Provided an in-depth understanding of the topic. Clearly followed formatting requirements. The student has shown exceptional commitment beyond class time.

B= Superior achievement. Met the objectives included recommended and required sources of information. Went beyond the required work to achieve the objectives of the assignment. Little problems with formatting were noted.

C= Average achievement. Minimally met the objectives of the assignment, but the idea was obvious or superficially explored.

D= Below average achievement. Did not meet all the objectives of the assignment or did so with little understanding of goals and objectives.

F= Failing work. Little to none of the objectives were met.

Each assignment will be given a grade that reflects your exploration of ideas, effort, and participation in each of the assignments. You must complete all course assignments to pass the class, regardless of total points earned.

Participation and Conduct	<p>To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to directly visit with me via email, request online office hours or set a time to see me in person.</p> <p>Students additionally are expected to adhere to the following behaviors due to the online-only format of this course:</p> <ul style="list-style-type: none"> • Use of the WSU email address account - students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact WSU One Stop. • Sign all email correspondences with both first and last name. • Write “PHS 808” in the subject line of all email correspondences. • Expect up to a 24 hour delay for response to email correspondences that conform to the above mentioned
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	<p>expectations</p> <ul style="list-style-type: none"> • Adherence to general netiquette standards (see The Core Rules of Netiquette) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind <i>may</i> receive expulsion and an automatic F for the course. • Include your first and last name on all assignments (on the paper itself). • Turn in all written assignments with the following file name format: YourName.name of assignment (for example: JohnSmith.Interview). • Proper parenthetical citation is expected as necessary. • Attach any files as a document in MSWord format. • Report technical difficulty immediately so that we may work to resolve the issue promptly. • Don't panic if the Blackboard system is down. Contact your instructor only after you first have called the WSU One Stop for assistance. • Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required. • Stay on task. Student lack of planning does not constitute an emergency for the instructor. • Late work is not accepted; contact the course instructor only if the reason(s) for missing a due date were unforeseeable (e.g., natural disaster).
Assignment Completion & Late Work	<ul style="list-style-type: none"> • Late work is not accepted; contact the course instructor only if the reason(s) for missing a due date were unforeseeable (e.g., natural disaster). • All assignments must be completed to pass the course, regardless of points earned. For example, if you earn 93 points in the class but did not participate in a Module discussion board – you will receive an “F” for the semester (unless you went back and completed the missing assignment). • Extra credit is not typically available.
Required Statements	
Academic Sources & Plagiarism	<p>This class requires students to find information sources for a speech, research paper, or project. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Encyclopedia articles are acceptable only for background information, and are not to be cited in your paper. University Libraries offers a large number of appropriate sources. Find indexes to journal, newspaper, and encyclopedia articles at the “Journal Articles” tab listed under the “by title” or “by subject” links. Librarians are available to assist students selecting and locating appropriate sources. Find a librarian at the Reference Desk at Ablah Library, by phone at 316-978-3584, and through the instant message widget found on the library homepage.</p> <p>Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of “F” for the course. Students are responsible for</p>

	<p>knowing and the Student Code of Conduct and the Student Academic Honesty policy.</p> <p>Anyone who plagiarizes automatically fails the assignment and at the discretion of the instructor may fail the course, and there is an option to inform the Office Dean of Students of the reason for the failing grade. See course general expectations on Blackboard related to plagiarism.</p>
Student Disability Services	<p>If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>
Student Counseling & Testing Center	<p>The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p>
Definition and Assignment of Credit Hours	<p>Success in this 3 hour credit course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.</p>
Copyright Notice	<p>Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Recording or copying of any materials without the explicit consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.</p>
WSU Intellectual Property	<p>Wichita State University students are subject to Board of Regents and University policies regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.</p>
WSU Diversity and Inclusive Policy	<p>Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.</p>
Shocker Alert System	<p>Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up here.</p>
Student Health Services	<p>WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and</p>

	testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see here .
Heskett Center and Campus Recreation	Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see here .
Video and Audio Recording	Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, click here .
Important Academic Dates	For Spring semester 2017, classes begin January 17 th , 2017, and end May 4 th , 2017. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is March 30 th , 2017. There are no classes during Spring Break (March 20 th -26 th , 2017). The final exam period is May 6 th - May 11 th , 2017.

Course Schedule	Course Schedule				
	Module	Due Date	Topic	Assignments	Learning Outcomes
	1	1/22	Introduction to the Course and Epidemiology	<input type="checkbox"/> Read syllabus/course expectations <input type="checkbox"/> Read textbook introduction <input type="checkbox"/> Introduction Discussion	
	2	1/29	Chapter 1: Foundations of Epidemiology Chapter 3: Practical Disease Concepts in Epidemiology	<input type="checkbox"/> Module Discussion	

	3	2/5	Chapter 2: Historic Developments in Epidemiology	<input type="checkbox"/> Quiz 1 <input type="checkbox"/> Selection of health problem/issue topic for final paper	1
	4	2/12	Chapter 4 Design Strategies and Statistical Methods in Descriptive Epidemiology	<input type="checkbox"/> Module Discussion <input type="checkbox"/> Select interviewee for Epidemiology interview	
	5	2/19	Chapter 5 Descriptive Epidemiology According to Person, Place, and Time Chapter 6 General Health and Population Indicators	<input type="checkbox"/> Quiz 2	2
	6	2/26	Midterm: Chapters 1-6	<input type="checkbox"/> Midterm	1,2
	7	3/5	Chapter 7 Design Strategies and Statistical Methods in Analytic Epidemiology	<input type="checkbox"/> Literature Review	
	8	3/12	Chapter 8 Experimental Studies in Epidemiology	<input type="checkbox"/> Quiz 3	3, 4, 6
	9	3/19	Chapter 9 Causality	<input type="checkbox"/> Epidemiology Interview due <input type="checkbox"/> Module Discussion	
		3/20-3/26	Spring Break		
	10	4/2	Chapter 10 Field Epidemiology		
	11	4/9	Chapter 11 Chronic Disease Epidemiology	<input type="checkbox"/> Quiz 4	4, 5, 6, 7
	12	4/16	Chapter 12 Clinical Epidemiology	<input type="checkbox"/> Module Discussion	
	13	4/23	Final Paper Discussion	<input type="checkbox"/> Post draft version of final paper on discussion board <input type="checkbox"/> Review and discuss final papers	
	14	4/30	Final Paper Due	<input type="checkbox"/> Final Paper Due <input type="checkbox"/> Review blackboard grade book	4, 5, 7, 8, 9, 10
Required	15	5/8	Final Exam: Chapters 7-12	<input type="checkbox"/> Final Exam	7, 8, 9, 10
Required	Other readings may be required in addition to the course text. Each reading will be posted on blackboard under the				

Readings

corresponding Module.



WICHITA STATE
UNIVERSITY

PHS 812
Health Care Policy and Administration
Spring 2017

Instructor:	Tom Sanders, FACHE(R), MA, MPH
Department:	Public Health Sciences
Office Location:	
Telephone:	(316) 708-7868
Email:	tom945@hotmail.com
Preferred Method of Contact:	Telephone, email or text message
Office Hours:	
Classroom; Days/Time:	AH 300; Monday/4:30 – 6:50 p.m.

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes will be communicated during class time by email.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Any student who violates the Student Academic Honesty policy will receive an F for the specific assignment or for the entire course, as applicable.

Course Description

This course provides an in-depth look at policy and management issues in the health system from a public health perspective. Topics include health policy, trends in the health care system and administrative issues. Topics are critiqued with regard to public health goals, the interests of consumers and providers, and ethics.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

Learning objective 1: To examine the health care policy-making process in the United States.

Learning objective 2: To develop the skills needed to critically assess the relative strengths of U.S. health care policies.

Learning objective 3: To evaluate the effects of health care policy on health care delivery systems.

Learning objective 4: To summarize the major policy elements of Medicare, Medicaid, and the Affordable Care Act.

Learning objective 5: To design an ideal health care system by assessing personal values and creating an integrated set of policies.

Required Textbook

Essentials of the U.S. Health Care System, FOURTH EDITION, by Leiyu Shi and Douglas A. Singh (Jones and Bartlett Learning, ISBN 978-1-284-10055-6) Students are expected to have read assigned chapters before class.

Class Protocol

Students are expected to attend each class in its entirety. If unable to attend a class, or circumstances demand that you be late or leave early, contact me as soon as possible. During class, you are expected to listen attentively and actively participate. Unless expressly permitted, electronic devices must be turned off or muted. Please bring writing materials for note-taking.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentages	Letter grade	Grade Points	Interpretation
93-100	A	4.00	<i>The A range denotes excellent performance.</i>
90-92	A-	3.70	
87-89	B+	3.30	
83-86	B	3.00	<i>The B range denotes good performance.</i>
80-82	B-	2.70	
77-79	C+	2.30	
73-76	C	2.00	<i>The C range denotes satisfactory performance.</i>
70-72	C-	1.70	
67-69	D+	1.30	
63-66	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
60-62	D-	0.70	
0-59	F	0.00	<i>F denotes failing performance.</i>

Assignments

Attendance and Participation: Attendance and participation in class are critical to learning and account for 30% of the final grade.

Essays: Two 6-10 paragraph (double-spaced) essays are due at the times indicated below, with no exceptions. Your essays will describe the U.S. health care system as you would like to see it organized and operated. Essays will be graded on insight, analysis and clarity. Together, the essays account for 30% of the final grade.

Exams: There will be 12 weekly quizzes and a final exam on the assigned reading. The final exam will include content from the entire semester. Any student who scores 80% or better *on each* of the 12 quizzes will be excused from the final with a grade of A. Exams will be a mix of T-F and multiple choice. Together, quizzes will account for 20% of the final grade, and the final exam will also account for 20% of the final grade.

There are no opportunities for extra credit.

Missed Exams

If you are unable to attend class on the day and time of a quiz or the final, exam, a make-up exam may be granted at my discretion.

Important Academic Dates

For Spring semester 2017, classes begin _____, _____ 20_____, and end _____, _____, 20_____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20_____. There are no classes on _____, 20_____. The final exam period is _____, 20_____.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316) 854-3032 (videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

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Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

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Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

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<http://www.wichita.edu/thisis/home/?u=titleixf>

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Course Outline

Week	Date	Topic Assignment	Chapter Readings	Assignments
1	Jan 23	Course Introduction		
2	Jan 30	U.S. Healthcare Delivery	1	Quiz 1
3	Feb 6	Foundations/Historical Overview	2/3	Quiz 2
4	Feb 13	Providers and Professionals	4	Quiz 3
5	Feb 20	Technology	5	Quiz 4
6	Feb 27	Financing and Reimbursement	6	Quiz 5
7	Mar 6	Outpatient/Primary Care	7	Quiz 6
8	Mar 13	Spring Break		
9	Mar 20	Hospitals	8	Essay Due; Quiz 7
10	Mar 27	Managed Care	9	Quiz 8
11	Apr 3	Long Term Care/Special Needs	10/11	Quiz 9
12	Apr 10	Cost/Access/Quality	12	Quiz 10
13	Apr 17	Health Policy	13/Appendix	Quiz 11
14	Apr 24	Future Issues	14	Quiz 12
15	May 1	Overview		Essay Due
Final	May 8	Final Exam and Review		

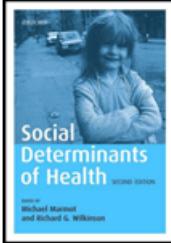
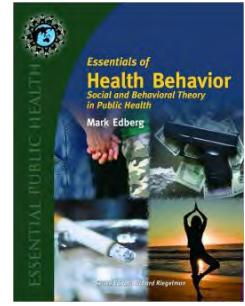


WICHITA STATE
UNIVERSITY

COLLEGE OF

HEALTH PROFESSIONS

Department of
Public Health Sciences

Syllabus	PHS 814: Social & Behavioral Aspects of Public Health Fall 2016 – CRN 11767
Instructor Information	Nikki Keene Woods, PhD, MPH, MA Department of Public Health Sciences Office: 135c AH Phone: 316-978-3060 Email: nikki.keenewoods@wichita.edu (best contact method) In-Person and Virtual Office Hours: Tuesday from 1-3 PM and by appointment
Graduate Teaching Assistant Information	Lamin Barrow In-Person and Virtual Office Hours: Wednesday from 9-11 AM and by appointment Email: libarrow@wichita.edu
How to Use this Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If any changes are made to the course they will be posted on blackboard and emailed to students.
Required Readings	 <p>Michael Marmot and Richard Wilkinson. 2006. <i>Social Determinants of Health</i>. 2nd Ed., Oxford: Oxford University Press. ISBN: 9780198565895</p> <p>Mark Edberg. 2007. <i>Essentials of Health Behavior</i>. 1st Ed., Sudbury: Jones & Bartlett. ISBN: 9780763737962</p> <p>Relevant readings and web searches may be assigned to supplement these resources and will be available through Blackboard.</p> 
PHS Course Description	Examines the characteristics, beliefs and behaviors of individuals and groups involved in the process of health care. Draws on concepts and principles of the social, behavioral, and clinical sciences, especially dynamics that define the interactions of providers and consumers of health care. Explores why people react to perceived symptoms the way they do, the reasons providers respond as they do to patients in different social attributes, the factors which predispose individual reactions to illness and its correlates, and the effects on health of societal agreements and expectations.
PHS Department Mission	To prepare leaders to work effectively across the lifespan among diverse populations in an interprofessional health system.

Course Learning Objectives	<p>Upon completion of this course, you should be able to:</p> <p>PHS Objectives</p> <ol style="list-style-type: none"> 1. Increase understanding of the contributions of theory, evidence and values in the practice of public health and health promotion. 2. Critically examine the major health behavior change theories and methods and how they can be applied in disease prevention and health promotion. 3. Explain key concepts in the social and behavioral aspects of public health: culture, race/ethnicity, gender, poverty/disparities, factors related to behavior change, community, organizational climate and family. 4. Recognize the multidimensional nature of health, identify the determinants of health status, and evaluate population health issues. 5. Demonstrate the ability to apply integrated knowledge about models of behavior change, health behavior concepts, theories and skills into the practice of public health. 6. Identify the role of the community in disease prevention and health promotion, and the importance of collaboration in effecting social change. 																		
Course Format	<p>This course is an ONLINE course. The online structure may include: lecture, discussion, seminar discussion/presentations, individual/group assignments, and additional formats consistent in meeting the course objectives. See the course schedule below for more details and dates.</p>																		
Course Assignments	<p>Grades will be based on the successful completion of 8 course assignments areas:</p> <p style="text-align: center;">COURSE ASSIGNMENTS</p> <p>Each week we will complete online activities and assignments. Activities will be a mix of group and individual work and are designed to enhance course objectives. Your active participation in course is crucial to course success.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: right;"> <tr> <td style="padding: 2px;">1. Introduction assignment</td> <td style="padding: 2px;">2%</td> </tr> <tr> <td style="padding: 2px;">2. Critical reflection projects on readings and learning</td> <td style="padding: 2px;">20% (2 at 10% each)</td> </tr> <tr> <td style="padding: 2px;">3. Weekly assignments and online participation</td> <td style="padding: 2px;">15%</td> </tr> <tr> <td style="padding: 2px;">4. Health Disparities/cultural competence continuing education</td> <td style="padding: 2px;">8%</td> </tr> <tr> <td style="padding: 2px;">5. Outline of Final Paper and Brief Annotated Bibliography</td> <td style="padding: 2px;">10%</td> </tr> <tr> <td style="padding: 2px;">6. Final paper</td> <td style="padding: 2px;">30%</td> </tr> <tr> <td style="padding: 2px;">7. Discussions of final class papers</td> <td style="padding: 2px;">5%</td> </tr> <tr> <td style="padding: 2px;">8. Social/Behavioral Interview with Professional</td> <td style="padding: 2px;">10%</td> </tr> <tr> <td style="padding: 2px; text-align: right;">Course Total</td> <td style="padding: 2px; text-align: right;">100 points</td> </tr> </table> <p>NOTE: <u>late assignments will not be accepted under any circumstances</u>. Review the course schedule below and keep track of due dates. You must complete all required course readings to actively participate. <u>Students must complete all course assignments to pass the course, regardless of total points earned</u>.</p>	1. Introduction assignment	2%	2. Critical reflection projects on readings and learning	20% (2 at 10% each)	3. Weekly assignments and online participation	15%	4. Health Disparities/cultural competence continuing education	8%	5. Outline of Final Paper and Brief Annotated Bibliography	10%	6. Final paper	30%	7. Discussions of final class papers	5%	8. Social/Behavioral Interview with Professional	10%	Course Total	100 points
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Grades	<p>Grades will be posted to Blackboard and shall be based on the following +/- point scale:</p> <p style="text-align: center;">GRADING SCALE</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 2px;">93 – 100 = A</td> </tr> <tr> <td style="background-color: #cccccc; padding: 2px;">90 – 92 = A-</td> </tr> <tr> <td style="background-color: #cccccc; padding: 2px;">87 – 89 = B+</td> </tr> <tr> <td style="background-color: #cccccc; padding: 2px;">83 – 86 = B</td> </tr> <tr> <td style="background-color: #cccccc; padding: 2px;">80 – 82 = B-</td> </tr> <tr> <td style="background-color: #cccccc; padding: 2px;">77 – 79 = C+</td> </tr> <tr> <td style="background-color: #cccccc; padding: 2px;">73 – 76 = C</td> </tr> </table>	93 – 100 = A	90 – 92 = A-	87 – 89 = B+	83 – 86 = B	80 – 82 = B-	77 – 79 = C+	73 – 76 = C											
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83 – 86 = B																			
80 – 82 = B-																			
77 – 79 = C+																			
73 – 76 = C																			

70 – 72 = C-
67 – 69 = D+
63 – 66 = D
60 – 62 = D-
< 59 = F

- A= Distinguished achievement. Went above and beyond the assignment. Clearly met the objectives; sought out information/scholarly sources beyond recommended or required. Provided an in-depth understanding of the topic. Clearly followed formatting requirements. The student has shown exceptional commitment beyond class time.
- B= Superior achievement. Met the objectives included recommended and required sources of information. Went beyond the required work to achieve the objectives of the assignment. Little problems with formatting were noted.
- C= Average achievement. Minimally met the objectives of the assignment, but the idea was obvious or superficially explored.
- D= Below average achievement. Did not meet all the objectives of the assignment or did so with little understanding of goals and objectives.
- F= Failing work. Little to none of the objectives were met.

Each assignment will be given a grade that reflects your exploration of ideas, effort, and participation in each of the assignments.

Anyone who plagiarizes automatically fails the assignment and at the discretion of the instructor may fail the course, and there is an option to inform the Office Dean of Students of the reason for the failing grade. See course general expectations on Bb related to plagiarism.

Participation and Conduct	<p>To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to directly visit with me via email, request online office hours or set a time to see me in person.</p> <p>Students additionally are expected to adhere to the following behaviors due to the online-only format of this course:</p> <ul style="list-style-type: none"> • Use of the WSU email address account - students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact WSU One Stop. • Sign all email correspondences with both first and last name. • Write “PHS 814” in the subject line of all email correspondences. • Expect up to a 24 hour delay for response to email correspondences that conform to the above mentioned expectations • Adherence to general netiquette standards (see The Core Rules of Netiquette) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind <i>may</i> receive expulsion and an automatic F for the course. • Include your first and last name on all assignments (on the paper itself). • Turn in all written assignments with the following file name format: YourName.name of assignment (for example: JohnSmith.Interview). • Proper parenthetical citation is expected as necessary. • Attach any files as a document in MSWord format. • Report technical difficulty immediately so that we may work to resolve the issue promptly. • Don't panic if the Blackboard system is down. Contact your instructor only
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	<p>after you first have called the WSU One Stop for assistance.</p> <ul style="list-style-type: none"> Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required. Stay on task. Student lack of planning does not constitute an emergency for the instructor.
Assignment Completion & Late Work	<ul style="list-style-type: none"> Late work is not accepted: contact the course instructor only if the reason(s) for missing a due date were unforeseeable (e.g., natural disaster). All assignments must be completed to pass the course, regardless of points earned. For example, if you earn 93 points in the class but did not participate in a Module discussion board – you will receive an “F” for the semester (unless you went back and completed the missing assignment). Extra credit is not typically available.
Required Statements	
Academic Sources & Plagiarism	<p>This class requires students to find information sources for a speech, research paper, or project. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Encyclopedia articles are acceptable only for background information, and are not to be cited in your paper. University Libraries offers a large number of appropriate sources. Find indexes to journal, newspaper, and encyclopedia articles at the “Journal Articles” tab listed under the “by title” or “by subject” links. Librarians are available to assist students selecting and locating appropriate sources. Find a librarian at the Reference Desk at Ablah Library, by phone at 316-978-3584, and through the instant message widget found on the library homepage.</p> <p>Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of “F” for the course. Students are responsible for knowing and the Student Code of Conduct and the Student Academic Honesty policy.</p> <p>Anyone who plagiarizes automatically fails the assignment and at the discretion of the instructor may fail the course, and there is an option to inform the Office Dean of Students of the reason for the failing grade. See course general expectations on Blackboard related to plagiarism.</p>
Student Disability Services	<p>If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).</p> <p>The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>
Student Counseling & Testing Center	<p>The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p>
Definition	Success in this 3 hour credit course is based on the expectation that students will spend,

and Assignment of Credit Hours	for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.
Copyright Notice	Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Recording or copying of any materials without the explicit consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
WSU Intellectual Property	Wichita State University students are subject to Board of Regents and University policies regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.
WSU Diversity and Inclusive Policy	Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.
Shocker Alert System	Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up here .
Student Health Services	WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see here .
Heskett Center and Campus Recreation	Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see here .
Video and Audio Recording	Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978-3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, click here .

Important Academic Dates	For Fall semester 2016, classes begin August 22 nd , 2016, and end December 8 th , 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is November 1 st , 2016. There are no classes during Fall Break (October 15 th -18 th , 2016) and Thanksgiving Break (November 23 rd -27 th , 2016). The final exam period is December 10 th -15 th , 2016.
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Course Schedule	Course Schedule				
	Module	Due Date	Topic	Assignments	Learning Outcomes
1			Introduction to the Course and Overview of Social justice and public/population health	<input type="checkbox"/> Read syllabus and course expectations <input type="checkbox"/> Introduction Discussion	
2			Introduction to Social Determinants	<input type="checkbox"/> Critical reflection project (1)	1
3			Introduction to Behavioral Theories in Population/Public Health	<input type="checkbox"/> Selection of health problem/issue topic for final paper <input type="checkbox"/> Select individual for interview	
4			Social organization, stress and health, early life	<input type="checkbox"/> Module Discussion	
5			Life course, social gradient, poverty, social exclusion	<input type="checkbox"/> Critical reflection project (2)	2, 3, 4
6			Introduction to Social, Cultural and Environmental Theories in Population/Public Health	<input type="checkbox"/> Module Discussion	
7			Work on project and annotated bibliography	<input type="checkbox"/> Module Discussion	
			Fall Break		
8			Unemployment and Working Conditions Part I	<input type="checkbox"/> Interview due	
9	10/30		Unemployment and Working Conditions Part II		
10			Social support and social cohesion; Neighborhoods, housing/health Part I	<input type="checkbox"/> Outline and annotated bibliography due	2,3,6
11			Social support and social cohesion; Neighborhoods, housing/health Part II	<input type="checkbox"/> Module Discussion	
12			Cultural Dimension on Health Part I		

	13	Cultural Dimension on Health Part II	<input type="checkbox"/> Complete the Cultural Competency training (upload certificate)	4,5
	14	Work on final paper	<input type="checkbox"/> Final Paper Due	5,6
	15	Discussion of papers	<input type="checkbox"/> Review and discuss papers	
Required Readings	Other readings may be required in addition to the course text. Each reading will be posted on blackboard under the corresponding Module.			



WICHITA STATE
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PHS 816, Environmental Health, Fall, 2016

Instructor:	Susan Erlenwein
Department:	Department of Public Health Sciences
Office Location:	1144 S. Seneca
Telephone:	(316) 660-7205
Email:	susan.erlenwein@sedgwick.gov Susan.Erlenwein@wichita.edu email
Preferred Method of Contact:	Monday - Friday; 8:00 AM - 5:00 PM; please call
Office Hours:	Ahlberg Hall Room 302; Monday 7:05PM - 9:40 PM
Classroom; Days/Time:	

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes to this syllabus will be announced in class and through emails. A new syllabus will be provided to reflect significant changes.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct:
http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy:
http://webs.wichita.edu/inaudit/ch2_17.htm.

The instructor, fellow students or any individual can report an incident by submitting a written complaint to the Student Conduct and Community Standards Office or through the online reporting system. The written complaint will be shared with the Respondent during the conduct process.

If the instructor has reasonable good faith belief that a student has committed academic misconduct, the instructor has the sole discretion to give the student an "F" on the assignment on which the student committed academic misconduct or an "F" for the entire course.

Course Description

A survey course in environmental health designed to provide an understanding of the fundamental theory and methods for the control of disease. Includes environmental law, disease systems, water supplies, plumbing, waste water treatment, food sanitation, vector control, recreation sanitation, solid waste disposal, housing sanitation and air pollution

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

- LO 1: Define the foundations of environmental health
- LO 2: Describe the impact of the environment on human health

- LO 3: List the major agencies and organizations involved in environmental health protection and explain their basic responsibilities, programs and problems
- LO 4: Discuss environmental investigative techniques and standards
- LO 5: Distinguish between various environmental field sampling and monitoring techniques
- LO 6: Demonstrate practical knowledge of various environmental protection enforcement processes
- LO 7: Define the major sources and types of environmental risk factors
- LO 8: Analyze how Best Management Practices reduce pollution
- LO 9: Appreciate the complexity of applying environmental health policy and economic choices
- LO 10: Examine health literature to learn about all aspects of specific environmental health issues
- LO 11: Demonstrate knowledge of an environmental health issue by preparing a paper (all students) and presenting a PowerPoint presentation (PHS 816 students).

Required Textbook

Textbook: *Essentials of Environmental Health, Second Edition*

Author: Robert Friis

Publisher: Jones & Bartlett Publishers

ISBN13: 978-0763778903

Available at the WSU Bookstore and online (Amazon.com, textbooks.com, Barnesandnoble.com, etc.)

Other Readings

Environmental Health articles will be provided weekly during class. Homework assignments, group discussions and the final paper will require research.

Other Equipment/Materials

The use of a computer, the Internet, Microsoft Word and Microsoft PowerPoint (PHS 816 students) is recommended.

Class Protocol

Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course students are encouraged to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well.

I will make every attempt to respond to emails within a reasonable time frame. However, circumstances could cause up to a 48 hour delay, excluding weekends, for response to correspondences.

Turn in all work by the due date. Points will be taken off for late assignments.

Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.).

Per university policy, cell phones and pagers are to be turned off during class time. If you have emergency circumstances, instructor's approval must be sought.

Recording devices are not allowed. If you have a certifiable disability that requires special equipment, please contact WSU Office of Disability Services at 978-6970 so that arrangements can be made for optimal performance in this course.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct and the Student Academic Honesty Policy.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.:

Points	Letter grade	Grade Points	Interpretation
93 – 100	A	4.00	<i>The A range denotes excellent performance.</i>
90 – 92	A-	3.70	
87 – 89	B+	3.30	
83 – 86	B	3.00	<i>The B range denotes good performance.</i>
80 – 82	B-	2.70	
77 – 79	C+	2.30	
73 – 76	C	2.00	<i>The C range denotes satisfactory performance.</i>
70 – 72 -	C-	1.70	
67 – 69	D+	1.30	
63 – 66	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
60 – 62	D-	0.70	
< 59	F	0.00	<i>F denotes failing performance.</i>

Assignments

This course includes group activities and discussions following the lectures. Participation in these activities will be graded. The student is required to prepare a research paper on an environmental issue mutually agreed upon by the instructor and student. A list of potential topics will be provided. Attendance and participation in class is an important part of class dynamics. While missing an occasional class is to be expected, excessive absences will negatively impact your grade. If at all possible you should contact the instructor prior to missing a class (or at least the day after the missed class). It is up to the student to request any makeup assignments.

The course grade will be determined as follows for **PHS 816**:

- Class Participation and Activity Reports = 20%
- Homework Assignments = 15%
- Research Paper = 40%
- PowerPoint Presentation = 25%

Additional information will be provided in class pertaining to the research paper and PowerPoint guidelines. In all instances, keep a copy of your submissions for your files in case of loss. **All** assignments must be completed for course fulfillment.

Extra Credit

Extra credit will be given to students who participate in the class debates.

Late Assignments

Students can turn in assignments after the due date with the permission from the instructor. Points can be taken off for late assignments.

Missed Classes and Assignments

Please contact the instructor if you miss a class. A makeup assignment will be assigned.

Important Academic Dates

In fall 2016, classes begin Monday, August 22, 2016, and end Thursday, December 8, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is November 1, 2016. There are no classes on Labor Day (Monday, Sept. 5), Fall Break (Oct. 15 (Saturday classes) thru 18), and Thanksgiving Break (Nov. 23-27). The final exam period is December 10-15, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

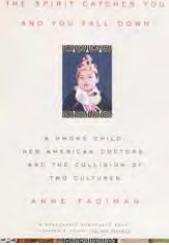
Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule			
Date	Classroom Lecture/Discussion	Readings	Activity
Week 1 Aug 22	<ul style="list-style-type: none"> • Course Introduction • Environmental Policy & Law • Objectives: LO 1, LO 3 and LO 6 	Chap. 1 Chap. 4	Discussion on Environmental Health
Week 2 Aug 29	<ul style="list-style-type: none"> • Inorganic Resources & Associated Environmental and Health Problems • Toxicology • Objectives: LO 2 and LO 10 	Chap. 6 Chap. 3	<p>Class Activity on MSDS and Chemical Properties</p> <p>Class Debate on fluoridated water</p>
Week 3 Sept 5	<ul style="list-style-type: none"> • Labor Day - NO CLASS 		
Week 4 Sept 12	<ul style="list-style-type: none"> • Energy & Associated Environmental and Health Problems • Objectives: LO 2 and LO 10 	Chap. 8	Class Debate on Coal-Fired Energy Plants
Week 5 Sept 19	<ul style="list-style-type: none"> • Exposure Assessment and Epidemiology • Occupational Health • Risk Assessment • Objectives: LO 6 and LO 7 	Chap. 2 Chap. 13	<p>Class Activity on Risk Assessment</p> <p>Discussion on Black Lung Disease</p>
Week 6 Sept 26	<ul style="list-style-type: none"> • Water Quantity and Quality Issues • Objectives: LO 2 and LO 4 	Chap. 9	Class Activity on Water Quality
Week 7 Oct 3	<ul style="list-style-type: none"> • Watersheds, Dams, and Soils • Objectives: LO 8 		<p>Class Activity on Best Management Practices</p> <p>Video on "After the Storm"</p>
Week 8 Oct 10	<ul style="list-style-type: none"> • Pesticides & Organic Chemicals • Food & Food Safety • Objectives: LO 9 and LO 10 	Chap. 7 Chap. 11	<p>Discussion on Honey Bees</p> <p>Class Debate on GMO's</p>
Week 9 Oct 17	<ul style="list-style-type: none"> • Fall Break - NO CLASS 		
Week 10 Oct 24	<ul style="list-style-type: none"> • Standards & Monitoring • Standard Operating Procedures • Objectives: LO 4 and LO 5 		Class Activity on Developing a Storm Water Study and SOPs
Week 11 Oct 31	<ul style="list-style-type: none"> • Reports & Project Management • Environmental Assessments • Objectives: LO 6 		Class Activity on Environmental Assessments and the Intrust Bank Arena and the Coleman Parking Lot
Week 12 Nov 7	<ul style="list-style-type: none"> • Solid Waste • Objectives: LO 2, LO 3 and LO 9 	Chap. 12	Class Activity on Developing Components of a Solid Waste Plan
Week 13 Nov 14	<ul style="list-style-type: none"> • Zoonotic Diseases • Objectives: LO 2 and LO 4 	Chap. 5	Class Activity on Zoonotic Diseases
Week 14 Nov 21	<ul style="list-style-type: none"> • Air Quality and Climate Change • Objectives: LO 2 and LO 9 	Chap. 10	Class Discussion and Debate on Climate Change
Week 15 Nov 28	<ul style="list-style-type: none"> • Disasters & Disaster Response • Continuity of Operations Plan • Objectives: LO 2, LO 3, LO 6 and LO 9 		Class Activity on Disasters
Week 16 Dec 5	<p>CLASS PRESENTATIONS</p> <p>Research Paper Due</p> <ul style="list-style-type: none"> • Objectives: LO 11 		Be attentive and ask questions after other student presentations



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Syllabus	PHS 824 – Cultural Competency (Spring 2016 – CRN XXXXX)
Meeting	Tuesday 4:30 – 6:50 Room 200 AH
Instructor Information	<p>Instructor: Amy Drassen Ham PhD, MPH Department: Public Health Sciences Phone: 316-978-5644 Office: 135B AH Office Hours: Tuesdays and Thursdays 1:00 – 3:00 and by appointment email: amy.ham@wichita.edu</p>
How to Use This Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes made to this course will be communicated through the WSU Blackboard system and/or announced at in-person class sessions.
Required Readings	 <p>The Spirit Catches You and You Fall Down by Anne Fadiman ISBN: 978-0-374-52564-4 ISBN10: 0-374-52564-1</p> <p>Additional selected readings available through Blackboard</p>
Course Description	This course uses a community epidemiology approach to examine the changing demographics in 21 st century United States, and to analyze the effects of those changes on our health care system. Students explore difference in the distribution of disease among various groups taking into account the social, biological and political causes behind those differences. They look at gaps between ethnic groups in service availability and access in therapy options, and in treatment outcomes. The course additionally examines how culture affects lifestyle choices, attitudes towards health and illness, help-seeking behaviors and service utilization. Course format includes lecture, discussion, field experience, reflection, film and follow-up clinical rotation reflection and evaluation.
Learning	Through the format and content of this course, student should be able to:



Objectives	<p>LO 1 Recognize importance of cultural competency education for health professionals LO 2 Recognize different conceptual frameworks for understanding health and illness LO 3 Identify beliefs that influence health care practice LO 4 Identify role of culture in the delivery and utilization of health services LO 5 Recognize limitations to standardized health assessments and approaches to cultural competency education LO 6 Identify factors related to disparate health outcomes LO 7 Recognize importance of self-evaluation and influence of personal bias in delivery of care LO 8 Demonstrate willingness to practice in culturally-informed manner during clinical rotations LO 9 Apply course content to the appraisal and interpretation of clinical case studies LO 10 Demonstrate ability to negotiate interventions</p>																			
Assignment of Credit Hours	<p>Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week for a total of 135 hours). This is a hybrid course and students will spend in class in lecture and out of class through online instruction. Please see course schedule for specific information. Students may spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities may include, but are not limited to reading, writing, studying, research, and working on group projects.</p>																			
Course Format	<p>Course fulfillment is based on completion of one (1) class introduction, one (1) syllabus agreement, three (3) reflection postings, four (4) reviews, and three (3) applied reflections. All assignments must be completed for course fulfillment. The course grade will be determined as follows:</p> <table><tbody><tr><td>Class Introduction</td><td>= 2.5%</td></tr><tr><td>Syllabus Agreement</td><td>= 2.5%</td></tr><tr><td>Reflection Postings</td><td>= 15% (3 @ 5% each)</td></tr><tr><td>Reviews</td><td>= 80% (4 @ 20% each)</td></tr><tr><td>Applied Field Responses</td><td>= Satisfactory (S) or Unsatisfactory (U)</td></tr></tbody></table> <p>All assignments must be completed for course fulfillment. Grades will be posted to Blackboard and cannot be given over the phone or by e-mail. WSU uses a +/- grading scales for final grades and to calculate grade point averages. Final course grades will be based on the following scale:</p> <table><thead><tr><th>Letter grade</th><th>Grade Points</th><th>Interpretation</th></tr></thead><tbody><tr><td>A</td><td>4.00</td><td><i>The A range denotes excellent performance.</i></td></tr><tr><td>A-</td><td>3.70</td><td></td></tr></tbody></table>	Class Introduction	= 2.5%	Syllabus Agreement	= 2.5%	Reflection Postings	= 15% (3 @ 5% each)	Reviews	= 80% (4 @ 20% each)	Applied Field Responses	= Satisfactory (S) or Unsatisfactory (U)	Letter grade	Grade Points	Interpretation	A	4.00	<i>The A range denotes excellent performance.</i>	A-	3.70	
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Letter grade	Grade Points	Interpretation																		
A	4.00	<i>The A range denotes excellent performance.</i>																		
A-	3.70																			



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Grade Scale	B+	3.30	
	B	3.00	<i>The B range denotes good performance.</i>
	B-	2.70	
	C+	2.30	
	C	2.00	<i>The C range denotes satisfactory</i>
	C-	1.70	
	D+	1.30	
	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
	D-	0.70	
	F	0.00	<i>F denotes failing performance.</i>
Important Academic Dates	Event	Date	
	Weekday Classes begin	January 19	
	Last day to withdraw and receive 100% refund	January 25	
	Last day to withdraw and receive 40% refund	January 22	
	Mid-semester point	March 9	
	Spring Break begins	March 14	
	Spring Break ends	March 20	
	Last day to drop a course and receive a "W"	April 1	
	Spring Classes end	May 5	
	Study Day	May 6	
	Final Exams	May 7 - 12	



Readings, Online Course Documents, and Films	Students will have assignments for each week of class, including those weeks for which we will not meet in person. These assignments consist of chapters from the required course text <i>The Spirit Catches You and You Fall Down</i> , readings from a variety of sources, online course documents, and online films. Students are responsible to read and or view all of these materials and must be prepared to thoughtfully discuss the content in class.
Class Introduction	Students are to post an introduction prior to OR during the first week of class. <i>The purpose of the class introduction is for the professor to learn more about the students in the course.</i> The introduction may include the following information: <ul style="list-style-type: none">• Have you worked in clinical environments before?• Have you any special experiences applicable to Cultural Competency class?• What is something fun or interesting about you?• What is your favorite hobby, concert, book or movie?
Syllabus Agreement	Students are expected to complete an online activity confirming receipt of the course syllabus. <i>The purpose of the Syllabus Agreement is to assure students have read, understand and will comply with course expectations for PHS 824 Cultural Competency class.</i> The syllabus agreement must be completed by the due date for Module 2.
Reflection Postings	Students are required to participate in reflection postings for those Modules that do not include in-class lecture content. The reflection will be based on structured questions posed by the instructor. <i>The purpose of the Reflection assignment is for students to share their thoughts and comments over readings and film content and to demonstrate, in writing, how these materials shape attitudes.</i> Because a portion of each student's grade in this course will be based on my subjective determination of their reflection responses, the reflection is not intended to replace classroom interaction, but to allow students an additional forum for which they may participate. Original thought may be incorporated, but reflections additionally will be evaluated based on general grammar, concept and demonstrated synthesis of course material as defined by the following grading rubric:



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		scholarly source of support Substantive, with thoughtful conclusions	readings or scholarly sources for support Conclusions miss a point	“No” or something similar Does not include any scholarly source for support No discernable ending
	Grammar/Spelling	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors
	Timeliness	On time	On time	Late
	Reviews	The four (4) online reviews may consist of multiple choice, fill-in-the-blank, and short answer questions. <i>The purpose of the Reviews is to assess student knowledge from all sources of course content.</i> Students will have access to reviews through Blackboard and will be limited to only one opportunity to launch and complete each review with a one-hour time limit. Retakes of reviews, for any reason included technology failures, will be proctored by the WSU Counseling and Testing Center for a fee of \$10.		
Applied Field Responses	Students will complete a set of applied field responses after we have completed our 10 in-class modules. <i>The purpose of the Applied Field Responses assignment is to allow students to synthesize course content in an applied, clinical context.</i> Clinical students will complete responses during their summer rotation (May 30 th – July 22 nd) and non-clinical students must independently meet with the instructor to develop an appropriate applied experience and timeline. All students will complete three, short papers applying course content to real life experience. Field responses will be based on a set of questions from the instructor and will be evaluated on described integration of culturally-informed care into practice. Clinical student responses will be due on June 17 th , July 1 st , and July 15 th . Non-clinical students will develop a similar timeline through independent advising. All responses are to be submitted through Blackboard, and will carry an aggregate grade of Satisfactory (S) or Unsatisfactory (U). If deemed Unsatisfactory, students will have one rotation to repeat the responses for a Satisfactory standing in the program. Students will receive additional, specific instructions about reflection submission, due dates, and assignment expectations during the last PHS 824 course session.			
Dimension	Exceeds Expectations Satisfactory (S)		Does Not Meet Expectations Unsatisfactory (U)	



	Depth of Analysis	<p>Response goes beyond or fully meets parameters of assignment</p> <p>Thoughtful, insightful and original</p> <p>Response demonstrates a solid grasp of course principles and ability to apply these principles</p> <p>Demonstrates firm understanding of the context of culturally-informed practice</p>	<p>Response does not address the assignment and lacks insight and originality</p> <p>Response is inconsistent with principles of culturally-informed practice and principles (i.e. it makes or fails to challenge ethnocentric assumptions)</p>
	Evidence	<p>Responses demonstrate inclusion of content from PHS 824 as support</p> <p>Substantive, with thoughtful conclusions</p> <p>Evidence used to support the central point is well chosen, rich and detailed</p> <p>Connection between course content and experience is clearly articulated</p>	<p>Poorly developed</p> <p>Minimally or does not include course content as source for support</p> <p>Conclusions miss the point, no discernable ending</p> <p>Course content used does not clearly support or connect to the described experience</p> <p>Important connections to course content are ignored, thereby weakening the demonstration of synthesis</p>
	Organization	<p>Organization of response as a whole is logical and apparent</p> <p>Every paragraph makes one distinct and coherent point and the parts of each paragraph connect logically and effectively</p> <p>In all cases, paragraph's point is expressed in a clear topic sentence</p>	Organization of response is not logical or discernable



	Clarity	Response is precisely worded and unambiguous Sentence structure is clear Citations (when necessary) and quotations are framed effectively in the text	Throughout the response, wording is imprecise or ambiguous Sentence structure is consistently confusing	
	Conclusion	Synthesizes and brings closure to key points from the reflection Suggests new perspectives	Is missing or cursory	
	Mechanics	Response is clean and well formatted Few, minor spelling or grammatical errors Citations (when necessary) all are properly attributed and cited	Response is unacceptably sloppy Content is frequently not attributed or improperly cited (where necessary)	
	Timeliness	On time	Late	
Technology	This is a hybrid, Blackboard enhanced course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend's computer, one at work, one at public library or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails and posting assignments. The Blackboard system also will be used for the delivery of some course materials, to administer reviews, and to post all assignments and readings. Students are required to review Blackboard for ancillary reading assignments and must be prepared to thoughtfully discuss the posted materials.			
Cultural Resources and Course Extras	Students will find two OPTIONAL content areas through Blackboard titled Cultural Resources and Course Extras. <i>The purpose of the Cultural Resources and Course Extras Blackboard content is to serve as a location for new, interesting or emerging information of interest.</i> There are very good culturally-informed care resources and intriguing information found through these content areas and students are encouraged to select content to view and read at their discretion.			
Participation and Conduct	Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of all students. Class will begin and end at the			



scheduled times. Students are expected to arrive on time and remain attentive until dismissed. Students additionally are expected to adhere to the following behaviors:

- Use of the WSU email address account - - students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the [wichita.edu](#) system.
- Sign all email correspondences with both first and last name.
- Write "PHS 824" in the subject line of all email correspondences.
- Expect up to a 48 hour delay for response to email correspondences that conform to the above mentioned expectations.
- Adherence to general netiquette standards ([see The Core Rules of Netiquette](#)) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind *may* receive expulsion and an automatic F for the course.
- Write your first and last name on all assignments (on the paper itself).
- Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).
- Proper [parenthetical in-text citation](#) in standardized formats is expected as necessary – see [OWL](#) for an online, comprehensive and update source for citation.
- Attach any files as a document in MSWord format.
- If the Blackboard system is down, contact your instructor **only** after you first have contacted [WSU OneStop](#).
- Report any circumstances that may keep you from meeting the objectives of this course **at the time they occur** (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
- Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.
- Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
- Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).
- Use the Shocker Alert System to be contacted by WSU through email the moment there is an emergency or weather alert that affects the campus. Sign up at [www.wichita.edu/alert](#).

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These



	<p>actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.</p>						
Disability Services	<p>Recording devices are not allowed. If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>						
Intellectual Property and Copyright Notice	<p>Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.</p> <p>Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are copyrighted and may not be used without permission. Video and audio recording of lectures without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings and lecture materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.</p>						
Course Schedule	<p style="text-align: center;">Tentative Schedule</p> <table border="1"><thead><tr><th>Module Date</th><th>Module Content and Objectives</th><th>Module Assignments</th></tr></thead><tbody><tr><td>Module 1 Jan 19</td><td><p>Course Introduction</p><ul style="list-style-type: none">Review course syllabus, expectations, format and content<p>Cultural Competency & Health</p><ul style="list-style-type: none">Discuss why cultural competence is an emerging issue of importance in health servicesReview Culturally and Linguistically Appropriate Services (CLAS) standardsReview discipline-based standards for cultural</td><td><ul style="list-style-type: none">Class Introduction postingSyllabus AgreementReading: Ryn, Michelle van and Steven S. Fu. 2003 "Paved with Good Intentions: Do Public Health and Human Service Providers Contribute to Racial/Ethnic Disparities in Health? in American Journal of Public Health. Vol. 93, No. 2.CLAS Standards. Office of Minority Health.</td></tr></tbody></table>	Module Date	Module Content and Objectives	Module Assignments	Module 1 Jan 19	<p>Course Introduction</p> <ul style="list-style-type: none">Review course syllabus, expectations, format and content <p>Cultural Competency & Health</p> <ul style="list-style-type: none">Discuss why cultural competence is an emerging issue of importance in health servicesReview Culturally and Linguistically Appropriate Services (CLAS) standardsReview discipline-based standards for cultural	<ul style="list-style-type: none">Class Introduction postingSyllabus AgreementReading: Ryn, Michelle van and Steven S. Fu. 2003 "Paved with Good Intentions: Do Public Health and Human Service Providers Contribute to Racial/Ethnic Disparities in Health? in American Journal of Public Health. Vol. 93, No. 2.CLAS Standards. Office of Minority Health.
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		<p>competency in health practice</p> <ul style="list-style-type: none"> • Recognize imitations to outcomes research in cultural competency education 	
Module 2 Jan 26	<p>What's Culture & Why Does it Matter?</p> <ul style="list-style-type: none"> • Define culture • Explore worldview formulation <p>Cultural Meaning of Sickness and Healing</p> <ul style="list-style-type: none"> • Compare and contrast health and illness from different cultural perspective • Explore constructions of health and illness <p>Demographics & Disparity</p> <ul style="list-style-type: none"> • Examine health disparity and health care disparity • Outline disparate health outcomes <p>In-class Case Studies LO 9</p> <ul style="list-style-type: none"> • Appraise case study for culturally-informed care themes • Recommend suggestions for addressing case study issues • Propose a plan for negotiating care scenario 	<ul style="list-style-type: none"> • Reading: Miner, Horace. 1997 "Body Ritual of the Nacirema" in <u>Magic, Witchcraft, and Religion</u> 4th edition. Edited by Arthur Lehmann and James Myers. Mayfield. • Reading: Luhrmann, T.M. 2014 "How Culture Shapes our Senses" in The New York Times. Sept. 5. • Fadiman chapter 1 & 2 • Review 1 (due February 2 by 4:30 pm) <p>LO 1 LO 2 LO 5</p>	
Module 3 Feb 2	<p>No Class – Blackboard Content Only</p> <p>Health and Aging in America</p> <ul style="list-style-type: none"> • Recognize health system challenges in America • Explore barriers to health for older populations • Investigate decision-making struggles for dying patients • Evaluate the relationship of American culture to support for older populations • Imagine challenges to caring for older populations 	<ul style="list-style-type: none"> • Film: Sick Around America • Film: Living Old • Film: Facing Death • Reflection posting LO 6 • Fadiman chapters 3 & 4 	
Module 4 Feb 9	<p>The Culture of Health Care</p> <ul style="list-style-type: none"> • Describe the biomedical model 	<ul style="list-style-type: none"> • Reading: Blumhagen, Dan. 1979 "The Doctor's White Coat: The Image of the Physician in Modern America." 	

	<ul style="list-style-type: none"> • Deconstruct mind/body dichotomy that drives biomedical system • Compare biomedicine to ethnomedicine • Recognize key assumptions of biomedical system <p>Technologies & Health</p> <ul style="list-style-type: none"> • Explore how technologies drive change in health services • Examine cross-cultural differences in acceptance and utilization of technologies • Watch in-class film: Justine Chitsena • Discuss key issue from in-class film <p>Medical Knowledge, Power & Social Control</p> <ul style="list-style-type: none"> • Explore role of authoritative knowledge in healing • Debate abuse of power in healing • Analyze medicine as a cultural system with its own rules and boundaries <p>In-class Case Studies LO 9</p> <ul style="list-style-type: none"> • Appraise case study for culturally-informed care themes • Recommend suggestions for addressing case study issues • Propose a plan for negotiating care scenario 	<p><i>in Annals of Internal Medicine.</i></p> <ul style="list-style-type: none"> • Reading: Hines, William. "Hello Judy, I'm Dr. Smith" in Chicago Sun-Times, 1986. • Reading: Stein, Rob. 2015 "Researchers Find Lapses in Hospitals' Policies For Determining Brain Death" <i>in</i> Shots Health News from NPR. December 28. • Fadiman chapter 5 & 6
Module 5 Feb 16	<p>Life Course</p> <ul style="list-style-type: none"> • Explore concept of life course • Discuss bias/boundaries/definitions of life course stages in Western world • Compare and contrast cross-cultural differences in life course construction • Examine medical/legal limitations of birth and death 	<ul style="list-style-type: none"> • Reading: Aviv, Rachel. 2015 "Who Has the Right to Die" <i>in</i> The New Yorker. June 22. • Reading: Gildea, Terry "Combat Vet Says Gender Bias Let to Untreated PTSD" in NPR Special Series Impact of War Project, March 20, 2010 • Reading: Beyer, Dana. 2013 "Our Evolving Multi-Gender Society" <i>in</i> HuffPost Gay Voices Blog. Sept 10.

	<p>Personhood, Identity & Gender</p> <ul style="list-style-type: none"> • Explore notion of personhood • Compare and contrast cross-cultural differences in personhood construction • Compare and contrast cultural variation in identity and gender construction • Examine health disparity by identity and gender • Discuss identity and gender's effect on social worth of patients <p>In-class Case Studies LO 9</p> <ul style="list-style-type: none"> • Appraise case study for culturally-informed care themes • Recommend suggestions for addressing case study issues • Propose a plan for negotiating care scenario 	<ul style="list-style-type: none"> • Fadiman chapters 7 & 8 • Review 2 (due February 23 by 4:30 pm) <p style="background-color: #00FFFF; color: black; padding: 2px;">LO 2</p> <p style="background-color: #00FFFF; color: black; padding: 2px;">LO 3</p> <p style="background-color: #00FFFF; color: black; padding: 2px;">LO 4</p> <p style="background-color: #00FFFF; color: black; padding: 2px;">LO 6</p>
Module 6 Feb 23	<p>No Class – Blackboard Content Only</p> <p>Structural Oppression in America & Medicine</p> <ul style="list-style-type: none"> • Illustrate racism in America • Evaluate effect of ethnicity on patient and provider interaction • Formulate plan for self-evaluation in practice 	<ul style="list-style-type: none"> • Film: A Class Divided • Reading: Perloff, Richard M., Bette Bonder, George B. Ray, Eileen Berlin Ray and Laura A. Siminoff “Doctor-Patient Communication, Cultural Competence, and Minority Health: Theoretical and Empirical Perspectives” <i>in American Behavioral Scientist</i> 2006; 49; 835. <p style="background-color: #00FFFF; color: black; padding: 2px;">Reflection posting LO 3, LO 7</p> <ul style="list-style-type: none"> • Fadiman chapters 9 & 10
Module 7 Mar 1	<p>Race & Ethnicity</p> <ul style="list-style-type: none"> • Describe difference between race and ethnicity • Examine effect of race and ethnicity in eliciting differing responses from health providers <p>Bias & Health Research</p> <ul style="list-style-type: none"> • Explore history of bias in ethnic and racial studies of health 	<ul style="list-style-type: none"> • Reading: Sue, Stanley and Meenu K. Dhindsa. 2006 “Ethnic and Racial Health Disparities Research: Issues and Problems” <i>in Health Education and Behavior</i> 33; 459. • Reading: Dembosky, April. 2015 “Can Health Care Be Cured of Racial Bias?” <i>in Shots Health News from NPR</i>. August 24. • Fadiman chapters 11 & 12

	<ul style="list-style-type: none"> • Review limitations to current research on race/ethnicity and health outcomes • Watch in-class film: Robert Phillips • Discuss key issue from in-class film <p>In-class Case Studies LO 9</p> <ul style="list-style-type: none"> • Appraise case study for culturally-informed care themes • Recommend suggestions for addressing case study issues • Propose a plan for negotiating care scenario 	
Module 8 Mar 8	<p>Stress, Pain & Religion</p> <ul style="list-style-type: none"> • Compare and contrast cultural differences in perception of stress and pain • Discuss private pain vs. public pain • Explore role of religion and prayer for stress and pain • Watch in-class film: Mohammed Kochi • Discuss key issue from in-class film <p>Mental Health</p> <ul style="list-style-type: none"> • Introduce culture bound syndromes • Watch in-class film: Alicia Mercado • Discuss key issue from in-class film <p>Stigma & Chronicity</p> <ul style="list-style-type: none"> • Explore cultural values and stereotypes associated with stigmatized illness • Examine differences between “having” and “being” <p>In-Class Case Studies LO 9</p> <ul style="list-style-type: none"> • Appraise case study for culturally-informed care themes 	<ul style="list-style-type: none"> • Reading: Helman, Cecil G. 2000 Chapter 7 “Pain and Culture” in <u>Culture, Health and Illness</u>, 4th ed. Hodder Arnold. • Cartoon: Holmes, Lindsay 2014 “What If People Treated Physical Illness Like Mental Illness?” • Fadiman chapters 13 & 14 • Review 3 (due March 22 by 4:30 pm) <p style="background-color: #00FFFF; color: black; padding: 2px;">LO 2</p> <p style="background-color: #00FFFF; color: black; padding: 2px;">LO 3</p> <p style="background-color: #00FFFF; color: black; padding: 2px;">LO 4</p> <p style="background-color: #00FFFF; color: black; padding: 2px;">LO 6</p>

		<ul style="list-style-type: none"> • Recommend suggestions for addressing case study issues • Propose a plan for negotiating care scenario 	
	Mar 15	No Class – Spring Break	
	Module 9 Mar 22	<p>No Class – Blackboard Content Only Differing Abilities</p> <ul style="list-style-type: none"> • Examine the culture of disability • Assess the relationship between chronic disease and end-of-life decision-making • Construct plan for patients with chronicity 	<ul style="list-style-type: none"> • Reading: Jaarsma, P and Welin, S “Autism as a Natural Human Variation: Reflections on the Claims of the Neurodiversity Movement” <i>in Health Care Analysis</i>, Vol 20, Issue 1 (2014) pp 20 – 30 • Film: Rolling • Film: The Suicide Tourist • Reflection posting LO3, LO 4, LO 6 • Fadiman chapters 15, 16 & 17
	Module 10 Mar 29	<p>Health Literacy</p> <ul style="list-style-type: none"> • Explore connection between health literacy and cultural competency • Review health outcomes associated with low health literacy • Recognize standards and limitation when using translators and interpreters • Review plain language standards • Recognize importance of congruent explanatory models <p>Humility: The Person-Centered Approach</p> <ul style="list-style-type: none"> • Evaluate how health services provider’s values affect clinical encounters • Discuss provider’s responsibility to uphold standards that do not abuse power and hierarchy in clinical encounters 	<ul style="list-style-type: none"> • Reading: Tervalon, Melanie and Jann Murray-Garcia. 1998 “Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education” <i>in Journal for the Poor and Underserved</i> Vol. 9, No. 2. • Film: Qualified Interpretation for Quality Health Care • Reading: Lamas, Daniela J. 2015 “The Danger of Knowing ‘Just Enough’ Spanish” <i>in The New York Times</i>. Nov 12. • Reading: Goode, T. et al. 2003 “Shaman and Physicians Partnering for Improving Health for Hmong Refugees” <i>in Bridging the Cultural Divide in Health Care Settings: The Essential Role of Cultural Broker Programs</i> National Center For Cultural Competence, Georgetown University. • Fadiman chapters 18 & 19 • Review 4 (due April 5 at 4:30 pm)

	<p>Changing the Model</p> <ul style="list-style-type: none"> • Explore and discuss the role of culture brokers and community health workers • Discuss applying the concept of culturally-informed care • Discuss methods for negotiating care for mutual outcomes • Examine ethical dilemmas that can arise from negotiation of care <p>Applied Field Responses Assignment Discussion</p> <ul style="list-style-type: none"> • Analyze rotation site experiences • Illustrate evidence of course-related content in the clinical environment • Summarize selected personal experiences as examples of applied course content • Interpret and evaluate experience using course-based support • Propose ways to improve culturally-informed care 	LO 2 LO 3 LO 4 LO 6 <ul style="list-style-type: none"> • Applied Field Responses due June 17th, July 1st, and July 15th at 7:00 pm LO 7 LO 8 LO 10	
Title IX	<p>Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: http://www.wichita.edu/thisis/home/?u=titleixf</p>		
Inclusive Excellence	<p>Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of</p>		



Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.



PHS 833, Health Economics, Sp 2016, 2016

Instructor:	Ron Stephen
Department:	Public Health Science
Office Location:	None
Telephone:	316-729-7363
Email:	Ron.stephen@wichita.edu
Preferred Method of Contact:	email
Office Hours:	None, but will arrange to meet as requested
Classroom; Days/Time:	AH 104; Wed/1630

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. *Changes to the syllabus as the semester progresses will be communicated through Blackboard and in class if possible.*

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Cheating in any form, plagiarism or other misrepresentation of work, disruptive behavior and/or talking in class while others are speaking will not be tolerated and could result in disciplinary action up to and including an automatic F for the course with a report to university administration.

Course Description

An application of classical economic theories, principles and concepts to traditional U.S. medical care. Both the traditional and unique determinants of demand and supply are considered with emphasis on the role of need for care, provider-induced demand, and health insurance. The legitimate role of government in health care is also considered.

This course approaches Health Economics by following the “flow of funds” to describe the incentives and organizational structure of the healthcare system in the United States. We will examine transactions between patients and providers, the role and results of insurance and government involvement and some of the history of our healthcare system. We will also consider national health spending and public health from a macroeconomics perspective.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Go to: <http://webs.wichita.edu/?u=academicaffairs&p=/definitionandassignmentofcredithours/> for the policy and examples for different types of courses and credit hour offerings.

Measurable Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:

1. (LO 1) Analyze the flow of money in the healthcare system
2. (LO 2) Differentiate the incentives of physicians, hospitals, insurance companies, patients, the government and others in the healthcare system
3. (LO 3) Designate how special interests influence healthcare economics
4. (LO 4) Summarize the development of the U. S. healthcare system since 1900
5. (LO 5) Compare and contrast the opportunities and challenges of public health in the U. S. health care system

Required Texts and Other Readings

There is one required text: **Health Economics and Financing (Fifth Edition)**, by Thomas E. Getzen (available at the WSU Bookstore). I recommend that you bring this book to class. The text contains an excellent set of Problems at the end of each chapter and a superb Glossary. The assigned journal readings are listed below and are an integral part of this course. It is possible that additional journal readings will be posted on Blackboard.

This is an introductory, graduate level course in health economics with emphasis on the incentives that drive health care system behavior. There is a potentially overwhelming amount of information available about the subject. The text and the readings together serve to focus our attention amid all the information available.

Journal articles and other readings: The journal readings are intended to familiarize you with some of the key journals in our field; to emphasize, add depth to, and explore real-world applications of fundamentals covered in the text and lectures; and to provide stimuli for discussion. You may access the journals through the WSU library online Electronic Resources eJournals unless otherwise noted. To access the journal articles through WSU: from WSU home page, go to WSU Libraries, select “eJournals”, type in the name of the journal, select a search engine that offers the dates of the journal issue you are searching for, select the issue date, open the issue and select the article you are looking for. There are numerous other ways to find a specific journal article.

Reading journal articles is a learned skill. Some students have found the following hints to be useful in developing this skill:

1. Read the abstract (or summary) first if one is available.
2. Skim the entire article.
3. Ask yourself
 - a. What is the main point of this article?
 - b. How does this article relate to the text and/or class discussion?
 - c. Why would this article be included as required reading?
 - d. Is there anything controversial in the article?
4. Reread the entire article, and then ask yourself: Can I summarize this article in a few sentences?

Class Protocol

Each class meeting will include both lecture and student participation. Each student is expected to have read the assigned chapters in the text and the assigned journal readings prior to class. As time permits, we will discuss the end of chapter questions and the assigned journal articles. Classes may also include discussion of controversial topics and current events in health care. All views are welcome and respected. Be sure to use Blackboard to stay in touch.

This course is Blackboard enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be normally posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard.

All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.

This class focuses on the structure, relationships and key players of the flow of funds in the health services system. Class discussion is crucial to understanding the concepts and nuances of our health services system. Every student is expected to participate in class discussions. Obviously you cannot participate if you are not in class. Therefore, class attendance is very important. Feel free to visit with me outside of the classroom as well.

Class will begin and end at the scheduled times. Please arrive on time and remain seated and attentive until dismissed. If unusual circumstances require you to arrive late or to leave early, or to miss a class, please let the instructor know in advance.

Recording devices are not permitted, but use of electronic devices such as laptops is welcome (except for the in-class exams). Please place cell phones in silent, vibrate or off mode. Use of cell phones and other electronic devices for communication (sending or receiving) during class is disruptive and is not permitted.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
93-100	A	4.00	<i>The A range denotes excellent performance.</i>
90-92	A-	3.70	
87-89	B+	3.30	
83-86	B	3.00	<i>The B range denotes good performance.</i>
80-82	B-	2.70	
77-79	C+	2.30	
73-76	C	2.00	<i>The C range denotes satisfactory performance.</i>
70-72	C-	1.70	
67-69	D+	1.30	
63-66	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
60-62	D-	0.70	
0-59	F	0.00	<i>F denotes failing performance.</i>

Assignments

Testing and Grading

There will be three exams as shown below. If a student misses an exam, a make-up may be granted at the instructor's discretion. Make-up exams will consist of the instructor's choice of format.

- 20% First exam
- 25% Second exam
- 25% Final exam
- 15% Applied analysis paper

10%	Class participation/homework case studies
5%	Selecting a Health Insurance Plan homework

Required papers/Written Assignments/Oral Presentations. There are two required written assignments. Both must be submitted through Safe Assignment. You will also present your applied analysis paper to the class as outlined below.

1. Selecting A Health Insurance Plan (LO 1) (LO 2)

- a. Scenario: Congratulations! You have just graduated from WSU and have accepted a position as Assistant Director of the Kansas State Health Planning Council with a starting salary of \$56,000. Your first task is to select appropriate health insurance for yourself and your family.
Using the State of Kansas Health Plan Summary 2016, select your desired health plan coverage for each of the following two situations:
 - (1.) Your own current situation (or, if you prefer, a single and healthy).
 - (2.) Assume that you are married with two children, one of whom has a chronic problem requiring frequent trips to the physician, occasional hospitalizations and high pharmacy expense. Your spouse does not have health insurance.
- b. Requirement: For each situation, identify the amount that will be deducted from your paycheck, and discuss why you chose the plan you did. Your considerations as to which plan should include your willingness to take risk, how much you are willing to pay for coverage and how much choice you wish to have. Be sure to consider all of your options, including dental and vision. The "Selecting a Health Insurance Plan" worksheet posted on Blackboard may help frame your response.
- c. Due date: Papers are due prior to class on Feb 10th. Five points will be deducted for each day late.
- d. Safe Assignment: Papers must be submitted through Safe Assignment, which is a plagiarism detection tool. Your work must be your own and any content/ideas not your own must be fully cited.
- e. Other information: You will have a number of options. Be prepared to discuss your choices with the class. You will find the State of Kansas Health Plan Summary at (www.kdheks.gov/hcf/sehp/)

2. Applied Analysis Paper: (LO 1, LO 2, LO 3, LO 4 and/or LO 5 depending on topic selected))

Your paper should reflect extensive research, original thought and a bibliography that reflects your research. While there is no minimum or maximum length criterion for graduate credit, one might suggest that 15-18 pages is a reasonable objective. There is list of potential topics posted on Blackboard or you may choose a health care economics topic which is pertinent to your area of expertise, interest and/or employment. I will be glad to work with you in selecting an appropriate topic. Please coordinate topics not on the list with me.

- a. Scenario: You have been working as Assistant Director for Patient Services for Caribou Regional Medical Center (CRMC) for six months since your graduation from Wichita State University. Caribou RMC is a 125 bed community hospital located in Windy Hill, Kansas. The hospital CEO has asked you to make a presentation at an upcoming Board retreat to help educate the members of the hospital Governing Board. Although all are highly successful business and community leaders, several of the new Board members have limited knowledge of the economic aspects of health care reform and management. The CEO would like you to present to the Board a brief (6-8 minute) synopsis of your analysis of your topic and to prepare a white paper to be provided to Board members as a reference. Your task is to help the new Board members gain an appreciation for the incentives that drive health system behavior.
- b. Grading: Papers will be graded on the basis of breadth and depth of research, subsequent understanding and critical analysis of the subject, ability to express such clearly and substantively in writing and the written presentation of your work. Your paper must be original work for this class. Grading for the oral presentation will be based on your ability to reduce a complex topic

- into a concise, informative, and easy-to-understand presentation within your allotted time of 6-8 minutes.
- c. Bibliography: All papers must include a bibliography which reflects all sources used in writing your paper.
 - d. Dates: Papers are due Mar 20th. Five points will be deducted for each day late. Class presentations will be on a date negotiated with the instructor.
 - e. Format: Your paper must be properly formatted in a publication style of your choice (e.g. medical literature, MLA, or APA). Proper formatting includes thorough and accurate citations and notes made either via footnotes or reference to an appendix. Proper citation is essential to give credit for ideas not yours and to avoid plagiarism.
 - f. Safe Assignment: Papers must be submitted through Safe Assignment, which is a plagiarism detection tool. Please ensure that all sources of information are properly referenced.
 - g. Oral presentation: Oral presentations will be scheduled after papers are submitted.

Extra Credit

Students desiring an extra credit assignment may read and report on up to three of the books listed in the “Extra Credit Book List” on Blackboard. To receive extra credit, please submit a 3-5 page summary/analysis/critique through Safe Assignment. Please be sure that your report reflects your personal summary/analysis/critique/learning and not the content of a published book summary. Book reports must be posted on Blackboard one week prior to the final exam to be considered. Each book report will be worth up to five points added to your final exam grade. Each student may submit a maximum of three book reviews. Each book review must be original work for this course.

Late Assignments

Assignments submitted late may receive partial credit. Please see the specific assignment for details.

Missed Assignments and Exams

If a student misses an exam, a make-up may be granted at the instructor’s discretion. Make-up exams will consist of the instructor’s choice of format. Please notify the instructor in advance if possible.

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of

society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule for 15 week class – adjust to your style and different term lengths

Course Outline and Readings

Jan 20

Introduction

Choices: Money, Medicine and Health

1. Getzen Ch 1
2. "A Practical Roadmap for the Perilous Journey from a Culture of Entitlement to a Culture of Accountability", Nathan S. Kaufman, Journal of Healthcare Management, Sep/Oct 2011, v56:5, p. 299.
3. "Improving the Quality of Health Care: What's Taking So Long?" Mark R. Chassin, Health Affairs, October 2013, v32:10, p. 1761.

4. "The Triple Aim: Care, Health and Cost"; Donald M. Berwick, Thomas W. Nolan and John Whittington; Health Affairs; May/Jun 2008; v27:3; p. 759.

Jan 27

Demand and Supply

Cost-Benefit and Cost-Effectiveness Analysis

1. Getzen Ch 2 and 3
2. "Organ Transplantation: Is the Best Approach a Legalized Market or Altruism?" Allison Clemmons, Journal of Healthcare Management, Jul/Aug 2009, v54:4, p. 231.
3. Comparative Effectiveness and Cost-Effectiveness Analysis Frequently Agree on Value"; Glick, McElligott, Pauly et all; Health Affairs; May 2015; v34:5; p. 805.
4. "Terri Schiavo, Son Hudson and 'Nonbeneficial' Medical Treatments", Robert M. Veatch, Health Affairs, Jul/Aug 2005, v24:4, p. 976.
5. "Switching to Less Expensive Blindness Drug Could Save Medicare Part B \$18 Billion Over a Ten-Year Period"; Hutton, Newman-Casey, Tavag, Zacks and Stein, Health Affairs, Jun 2014, v33:6, p. 931.

Feb 3

Health Insurance: Financing Medical Care

1. Getzen Ch 4
2. "Employment-Based Health Insurance: Past, Present, and Future", Alain C. Enthoven and Victor R. Fuchs, Health Affairs, Nov/Dec 2006, v25:6, p. 1538.
3. "Life and Death and Who's Going to Pay", Philip Musgrove, Health Affairs, Nov/Dec 2006, v25:6, p. 166
4. "Balancing the Goals of Health Care Provision and Financing", Martin Feldstein, Health Affairs, Nov/Dec 2006, v25:6, p. 1603.
5. State of Kansas Health Plan Summary (www.kdheks.gov/hcf/sehp/)

Feb 10

Insurance Contracts and Managed Care

Exam Review

Note: "Selecting A Health Insurance Plan" homework due before class today

(Submit through Safe Assignment)

1. Getzen Ch 5
2. "Applying Value-Based Insurance Design To High-Cost Health Services", James C. Robinson, Health Affairs, Nov 2010, v29:11 p. 2009.
3. "Strategies for Integrating Cost-Conscientious into Acute Care Should Focus on Rewarding High-Value Care"; Pines, Newman, Pilgrim and Schuur; Health Affairs, December 2013; v32:4, p. 2157.
4. "Medicare at 50- Origins and Evolution"; David Blumenthal, Karen Davis and Stuart Guterman; New England Journal of Medicine; Jan 29, 2015; v372:5; p. 479.
5. "Medicare at 50- Moving Forward"; David Blumenthal, Karen Davis and Stuart Guterman; New England Journal of Medicine; Feb 12, 2015, v372:7; p. 671.
6. "Medicaid at Age 50: Remarkable Growth Fueled by Unexpected Politics" Michael S. Sparer, Health Affairs, July 2015, v34:7, p. 1084.

Feb 17

EXAM (LO 1, LO 2, LO 3, LO 4)

Feb 24

Exam Postmortem

Physicians

1. Getzen Ch 6
2. "A New Pathway for Medical Education"; Shannon, Buser, Hahn, Crosby, Cymet, Mintz and Nichols; Health Affairs, November, 2013; v32:11; p. 1899.
3. "Is Concierge Medicine the Future of Health Care?" Devin Leonard, Bloomberg Businessweek, Nov 29, 2012, available at <http://www.businessweek.com/articles/2012-11-29/is-concierge-medicine-the-future-of-health-care>

4. "Direct Primary Care: Concierge Care for the Masses" Charlotte Huff, Health Affairs, Dec 2015, v34:12, p. 2016.

Mar 2

Medical Education, Organization and Business Practice

1. Getzen Ch 7
2. "The Cost Conundrum", Atul Gawande, The New Yorker, Jun 1, 2009, v85:16, p. 36.
3. "Primary Care: Proposed Solutions to the Physician Shortage without Training More Physicians", Thomas S. Bodenheimer and Mark D. Smith, Health Affairs, November 2013, v32:11, p. 1881.
4. "Can Accountable Care Organizations Improve Health Care While Reducing Costs?" Anna Wilde Mathews, The Wall Street Journal, Jan 23, 2012.
5. "Team-Based Care at Mayo Clinic: A Model for ACO's", Leonard Berry and Dan Beckham, Journal of Healthcare Management, Jan/Feb 2014, v59:1, p. 9.
6. "Clinical Integration: A Cornerstone for Population Health Management" Kenneth W. Kizer, Journal of Healthcare Management, May/Jun 2015, v60:3, p. 164.

Mar 9

Hospitals

1. Getzen Ch 8
2. "The Pricing of U. S. Hospital Services: Chaos Behind a Veil of Secrecy", Uwe E. Reinhardt, Health Affairs, Jan/Feb 2006, v25:1, p. 57.
3. "The Precarious Pricing System for Hospital Services"; Christopher P. Tompkins, Stuart H. Altman and Efrat Eilat; Health Affairs; Jan/Feb 2006; v25:1; p. 45.
4. "Is There a Future for the Not-for-Profit Hospital?" Vernon E. Weckwerth, Frontiers of Health Services Management, Summer 2006, v22:4, p. 3.
5. "The Enduring Role of the Emergency Medical Treatment and Active Labor Act", Sara Rosenbaum, Health Affairs, Dec 2013, v32:12, p. 2075.

Mar 16

NO CLASS: SPRING BREAK

Mar 20

Applied Analysis Papers due today at 11:59 PM

Mar 23

Management and Regulation of Hospital Costs

Exam Review

1. Getzen Ch 9
2. "The Many Different Prices Paid to Providers and the Flawed Theory of Cost Shifting: Is It Time for a More Rational All-Payer System?" Uwe E. Reinhardt, Health Affairs, Nov 2011, v30:11, p. 2125.
3. "Wide Variation Found in Hospital Facility Costs for Maternity Stays Involving Low-Risk Childbirth"; Xu, Gariepy, Lundsburg et al; Health Affairs; Jul 2015; v34:7; p. 1212.
4. "How to Bring the Price of Health Care into the Open", Melinda Beck, The Wall Street Journal, 24 Feb 2014 available at
<http://search.proquest.com.proxy.wichita.edu/docview/1501334410/fulltext/4300ED063958454APQ/26?accountid=15042>
5. "How to Charge \$546 for Six Liters of Saltwater" Nina Bernstein, The New York Times, August 25, 2013 (available at http://www.nytimes.com/2013/08/27/health/exploring-salines-secret-costs.html?_r=0&pagewanted=print)
6. "Bitter Pill: Why Medical Bills are Killing Us", Steven Brill, Time, March 4, 2013, p.16.

Mar 30

EXAM (LO 1, LO 2, LO 3, LO 4)

Apr 6	<p>Exam Postmortem</p> <p>Pharmaceuticals</p> <ol style="list-style-type: none"> 1. Getzen Ch 11 2. "Why Are Drug Costs So high in the United States?" Roxanne Nelson, Medscape, Nov 19, 2014 available at http://www.medscape.com/viewarticle/835182 3. "The Impact of Specialty Pharmaceuticals as Drivers of Health Care Costs"; Bradford R. Hirsch, Suresh Balu and Keven A. Schulman; <i>Health Affairs</i>, Oct 2014, v33:10, p. 1714. 4. "Pharmaceutical Companies' Variation of Drug Prices Within and Among Countries Can Improve Long-Term Social Well-Being", Frank R. Lichtenberg, <i>Health Affairs</i>, Aug 2011, v30:8, p. 1539. 5. "Medicare's Part D Drug Benefit at 10 Years: Firmly Established But Still Evolving"; John F. Hoadley, Juliette Cubanski and Patricia Neuman; <i>Health Affairs</i>, Oct 2015, v34:10, p. 1682.
Apr 13	<p>Long Term Care</p> <ol style="list-style-type: none"> 1. Getzen Ch 10 2. "Long-Term Care: Who Gets It, Who Provides It, Who Pays, and How Much?" H. Stephen Kaye, Charlene Harrington and Mitchell P. LaPlante; <i>Health Affairs</i>, Jan 2010, v29:1, p. 11. 3. "What Are We Going To Do with Dad?" Jerald Winakur, <i>Health Affairs</i>, Jul/Aug 05, v24:4, p. 1064. 4. "Financing Long-Term Services and Supports: Options Reflect Trade-Offs for Older Americans and Federal Spending"; Melissa M. Favreault, Howard Gleckman and Richard W. Johnson, <i>Health Affairs</i>, Dec 2015, v34:12, p. 2181. 5. "Nursing Homes that Increased the Proportion of Medicare Days Saw Gains in Quality Outcomes for Long-Stay Residents", Michael Lepore and Natalie E. Leland, <i>Health Affairs</i>, Dec 2015, v34:12, p. 2121.
Apr 20	<p>Economic Evaluation of Health Policy</p> <p>How Our Healthcare Delivery System Is Changing</p> <p>Managed Care</p> <ol style="list-style-type: none"> 1. Getzen Ch 17 2. "Cottage Industry to Postindustrial Care – The Revolution in Health Care Delivery"; Swenson, Meyer, Nelson et al; <i>The New England Journal of Medicine</i>; Feb 4, 2010, v362:5, p. e12. 3. "Accountable Care Organizations May Have Difficulty Avoiding the Failures of Integrated Delivery Networks of the 1990's", Lawton R. Burns and Mark V. Pauly, <i>Health Affairs</i>, November 2012 v31:11, p. 2407. 4. "An Argument for the Integration of Healthcare Management with Public Health Practice", Daniel K. Zisman, <i>Journal of Healthcare Management</i>, Jul/Aug 2013, v58:4, p. 253. 5. "Access to Care and Affordability Have Improved Following Affordable Care Act Implementation; Problems Remain"; Adele Shatzler, Sharon K. Long and Nathaniel Anderson; <i>Health Affairs</i>, Jan 2016; v35:1; p. 1. 6. "From Acute Care to Home Care: The Evolution of Hospital Responsibility and Rationale for Increased Vertical Integration", Prasant K. Dilwali, <i>Journal of Healthcare Management</i>, Jul/Aug 2013, v58:4, p. 267.
Apr 27	<p>Introduction to the Macroeconomics of Health</p> <p>The Role of Government and Public Goods</p> <ol style="list-style-type: none"> 1. Getzen Ch 12, 13 and 14 2. "Market Failure and the Failure of Discourse: Facing Up to the Power of Sellers", Bruce C. Vladeck and Thomas Rice, <i>Health Affairs</i>, Sep/Oct 09, v28:5, p. 1305.

3. "Do Prevention or Treatment Services Save Money? The Wrong Debate", Ron. Z. Goetzel, Health Affairs, Jan/Feb 2009, v28:1, p. 37.
4. "The Trade-Off Among Quality, Quantity and Cost: How to Make It- If We Must", Mark V. Pauly, Health Affairs, April 2011, v30:4, p. 574.

May 4

**History, Demography and Growth of Modern Medicine
International Comparisons of Health and Health Expenditures
Value for Money in the Future of Health Care**

Exam Review

1. Getzen Ch 15, 16 and 18
2. "Understanding the 'Swiss Watch' Function of Switzerland's Health System" Tsung-Mei Cheng, Health Affairs, Aug 2010, v29:8, p. 1442.
3. "Dying of a Treatable Disease", Carla C. Keirns, Health Affairs, Nov/Dec 09, v28:6, p. 1807
4. "Managing the Myths of Health Care", Henry Mintzberg, World Hospitals and Health Services, Nov 8, 2012, v48:3, p. 4 (available at http://www.mintzberg.org/sites/default/files/managing_the_myths_of_health_care.pdf)
5. "From an Ethics of Rationing to an Ethics of Waste Avoidance", Howard Brody, The New England Journal of Medicine, May 24, 2013, v366:21, p. 1949.
6. "Access, Affordability and Insurance Complexity Are Often Worse in the United States Compared to Ten Other Countries"; Cathy Schoen, Robin Osborn, David Squires and Michelle M. Doty; Health Affairs, Dec 2013, v32:12; p. 2205.

May 11

FINAL EXAM (LO 2, LO 3, LO 4, LO 5)

PSY 413/HMCD 308

Pre-Session (Fall, 2016)

Title: Leadership in Self and Society

Course

Director: Peter A. Cohen, Director, Wichita State University Leadership Academy and Professor of Psychology and Public Health Sciences
peter.cohen@wichita.edu

Faculty: Amy Nichols anichols@kansasleadershipcenter.org
Thomas Stanley tstanley@kansasleadershipcenter.org
Adrion Roberson adrion_2731@hotmail.com
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PCG

Facilitators: Julie Scherz, Kimberly Engber, Mary Koehn, Dalton Glasscock, Amanda Cebula, Lucy Petroucheva, Hallie Jacobson, Shaun Rojas, Emma Crabtree

Coaches: Julie Scherz, Amy Nichols, Suzanne Hawley, Amanda Cebula, Mary Koehn, Christina Unrein

Credit Hours: 3

Time: Monday, August 15-Friday, August 19, 8:00 am-5:00 pm

Location: 300 Ahlberg Hall/208 Ahlberg Hall/214 Ahlberg Hall

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is **subject to change as the course evolves.**

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

Course

Description: *Catalog Description. Examines factors influencing the effectiveness of individuals leading change, including values, conflict and power. Studies the human side of organizational change focusing on understanding how and why people react to change, and identifying opportunities for enhancing the effective implementation of change. Students reflect on their own leadership development and work in teams to recommend PH strategies for change in a project, community setting or organization.*

This course takes the perspective of Astin and Astin (2000) that... “an important leadership development challenge for higher education is to empower students, by helping them develop those special talents and attitudes that will enable them to become effective social change agents.” Considering the pace of change in society, leadership may be our most significant challenge in the 21st century. In this course, we will embrace adaptive challenges and create conditions for students to practice leadership in real time. **This is not a traditionally-taught class!** We will use experiential methods so that the classroom (large group and peer group settings) serves as a learning laboratory for our leadership development. In the end, this experience is about transforming your capacity to make progress on issues about which you deeply care. ***For you to benefit from this course, you should have a strong desire to make progress on an issue or challenge you are facing.***

We are excited to have the opportunity to work with students in the upcoming pre-session course – *Leadership in Self and Society*. This course is offered for one primary purpose—***to help those students who care about making some difference in this world discover how they can become more effective.*** The arena for your work does not necessarily have to be global (i.e., change the world!); you may be committed to working on an important local civic initiative or to creating a more effective organization. You may have personal or relational challenges for which you want to make progress. Or you may not yet have an idea of how you will make a difference. What’s important to us, though, is that *you care about something beyond yourself.*

This is a non-traditional course! We are committed to providing an environment for students to *practice* leadership. **In the spirit of disclosure, however, if your primary motivation for taking this course is getting a good grade, meeting a general education or Engineering 2020 requirement, or enrolling because the course is scheduled during the pre-session, this experience might be unduly arduous and hold little value for you.** In the past, some students have experienced difficulty adjusting to the case-in-point format of the course. ***Carefully consider whether you are serious about increasing your capacity to make progress on some sort of challenge.*** You may follow this link <https://vimeo.com/45326837> to get some insight to the pedagogy that we will use during the week. There is a considerable amount of out-of-class work for this course—equivalent to a semester-long course—which will occur prior to, during, and after the one-week pre-session. ***If you are curious about this experience, I encourage reading the “letters” written to you from students who have taken this course (sent to you in a previous email).***

Because this is a three-credit-hour course, there is approximately 100 hours of out-of-class work, which will be accomplished prior to, during, and after the one week pre-session.

This class requires high levels of engagement and participation on the part of

students. Due to the nature of the course, you must be available for the entire time period.

Workload: **WSU Policy and Procedures 2.18 Definition and Assignment of Credit Hours**
3 credit hour class: Success in this 3 hour credit course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities for a total of 135 hours.

Learning Outcomes: Students will be able to:

- | | |
|-------|---|
| LO #1 | Articulate a personal purpose for exercising leadership. |
| LO #2 | Interpret the concepts of adaptive leadership. |
| LO #3 | Demonstrate dimensions of leadership (in class). |
| LO #4 | Design experiments to <i>continually learn</i> about leadership (application settings) |
| LO #5 | Appreciate the value of leadership principles and competencies for making progress in professional and personal challenges. |

Required Readings:

Your Leadership Edge: Lead Anytime, Anywhere, Kansas Leadership Center by Ed O'Malley and Amanda Cebula (**available at watermarkbooks.com**)

<http://www.watermarkbooks.com/book/9780988977754>

2) *For the Common Good Workbook*, Kansas Leadership Center (**available at watermarkbooks.com**)

<http://www.watermarkbooks.com/book/9780016591044>

3) *For the Common Good Participant Handbook*, Kansas Leadership Center by Ed O'Malley, Julia Fabris McBride, and Amy Nichols (**available at watermark.com**)

<http://www.watermarkbooks.com/book/9780988977730>

4) *Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization*, Harvard Business School Press, by Robert Kegan and Lisa Lahey (Available from Amazon.com or WSU Bookstore) **REQUIRED FOR HONORS SECTION STUDENTS; OPTIONAL FOR OTHER STUDENTS**

Evaluation:

Engagement	(40%)
Study Questionnaires	(25%)
Final Reflective Paper	(15%)
Leadership on Demand (Pre-Course)	(15%)
Peer/self-evaluation	(5%)

Expectations: Demonstrate ***commitment*** to transforming your own and others' leadership capacity by:

- Being on time and prepared for sessions (being fully physically and emotionally present)
- Doing readings, assignments, and preparations **PRIOR** to class sessions
- Turning off mobile devices during class
- Being an actively engaged participant—challenging yourself and others
- Being respectful of others (this doesn't mean avoiding conflict)
- Being open to the experience of this course
- Practicing and experimenting with the dimensions of leadership

Grading Scale: The following grading scale will apply in this course:

<u>Grade</u>	<u>Percentage</u>	<u>Interpretation</u>
A	92.5-100	Distinguished Leadership Development
A-	90.0-92.4	
B+	87.0-89.9	
B	84.0-86.9	Significant Leadership Development
B-	80.0-83.9	
C+	77.0-79.9	
C	74.0-76.9	Unremarkable Leadership Development
C-	70.0-73.9	
D+	67.0-69.9	
D	64.0-66.9	Minimal Leadership Development
D-	60.0-63.9	
F	below 60.0	Failing Effort

We encourage you to keep a running journal of your reflections during class as you move through this leadership experience. Your journal does not need to be turned in, but it may be helpful to you in responding to study questionnaires, the KLC Participant Handbook, chronicling your thoughts, and preparing you to experiment with the adaptive leadership principles and competencies in and out of class.

Support and Sense-Making Circles

Before class on Tuesday, Wednesday, Thursday, and Friday mornings, course faculty and facilitators will hold *Support and Sense-Making Circles*. The purpose of these sessions is to help students who are confused by the leadership concepts or struggling with *case-in-point* teaching. The sessions will be driven by students' questions and concerns. The sessions will be held before class, from 7:00-7:45 am. **These sessions are optional, but have proven to be useful to past students (see student letters).**

Lunch Break

Because of the rigorous course schedule, we can only allow 45 minutes for lunch. Students may wish to bring their lunch. Eating options on campus are limited during the pre-session. There will be short breaks scheduled each morning and afternoon.

Class Visitors

Because of the unique nature of this class, we often have requests from faculty and leadership development specialists to visit the class. All visitors are required to be as unobtrusive as possible and respect the confidentiality of what transpires during the sessions.

Pre-course Work *(Learning Outcomes 1 and 2)*

(To be completed before the first class session--Monday, August 15):

- Review the course syllabus
- Watch the *Case in Point* video <https://vimeo.com/45326837>
- Decide whether or not this course is really for you!
 - If you are still unsure, review “*Letters to 2017 Leadership in Self and Society Students*”
 - Contact me if you have questions.
- Complete all ten modules of *For the Common Good Workbook* (available at watermarkbooks.com). Instructions for online access are listed in the workbook. The process includes 10 sessions—each session has a video, an activity, application of concept, and potential experiments. *Each session should take no longer than one hour to complete.* This process, along with the *Your Leadership Edge* text, will help introduce the language and framework of adaptive leadership for the course. **You will turn in the completed workbook (15% of course grade) the morning of the first day of class.**
- Read the following books **before the first day of class:**
 - *Your Leadership Edge: Lead Anytime, Anywhere*, Kansas Leadership Center by Ed O’Malley and Amanda Cebula. **Read the entire book.**
 - *For the Common Good Participant Handbook*, Kansas Leadership Center by O’Malley, McBride, and Nichols. **Read Section 1 (pp. 11-53).** (Do not submit your answers on page 53 to KLC!). **Note: you will bring the Participant Handbook to class with you each day.** This is a different book than the workbook!
- Write a one page Leadership Challenge- See Page 8 of syllabus

- **Additional requirement for students enrolled in honors sections:**

- Read *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization*, Harvard Business School Press, by Robert Kegan and Lisa Lahey (Available from Amazon.com). [Read the entire book.](#)

Engagement *(Learning Outcomes 2 and 3)*

Students will earn “engagement” credit based on their ***preparation*** for class sessions, ***active involvement***, and the **practice of leadership**. Active class engagement requires more than simply speaking up in class. The student should show evidence that he or she:

- ***Prepares*** for full engagement by reading, studying, and consulting with others.
- ***Commits*** to actively engaging in the experiential nature of this course.
- ***Seizes*** opportunities to exercise and practice the competencies and principles of leadership.

The following scale will be used to assess engagement for ***each*** class day (examples of engagement behaviors are in parentheses):

(5)*Mobilized class to make progress on difficult issues (A student *intervenes* in a way that helps the class learn about leadership and may change the dynamics of the system)

- 4 Engaged fully and actively** (*see three bullet points above*). (Active experimentation with concepts. For example, a student makes a conflictual, systemic interpretation, which raises the heat and helps the class make progress)
- 3 Engaged some/mostly passive** (*see three bullet points above*) (For example, a student shows a willingness to provide a single interpretation, but not necessarily going beyond his/her own interpretation)
- 2 Shows up (or late), but not engaged. Does not complete assignments.** (*see three bullet points above*) (Instead of actively experimenting, a student states “I learn a lot by listening to others”)
- 0 Did not attend session**

*(Class sessions are scored on a 4-pt. scale. A score of “5” is earned when a student exercises leadership benefiting the entire class.)

Engagement will comprise 40% of the course grade.

Study Questionnaires (Reflective Questions) (Learning Outcomes 2, 3, and 4)

The study questionnaires (SQ) will consist of questions requiring disciplined written reflection of the experience in the large and small groups. Reflection is a critical part of the discipline of leadership. ***This work will require dedicated time and focus, but you should spend no more than one hour per SQ.*** Responses to the study questionnaire should be limited to ***one typed, single-spaced page.*** **Study questionnaires are due at the beginning of class (8:00 am) on the following dates:**

SQ 1	Tuesday, August 16
SQ 2	Wednesday, August 17
SQ 3	Thursday, August 18
SQ 4	Friday, August 19

Study questionnaires will not be accepted late!

Study Questionnaires will be evaluated as follows:

- 5** **“Putting Diagnosis into Practice”** Extremely well thought out and thorough reflections; making significant progress on one or more principles or competencies; evidence that diagnoses are used to practice leadership during class sessions.
- 4.5** **“Excellent”** Well thought out and thorough reflections; actively working with the concepts through personal application; making progress on one or more competencies.
- 4.0** **“Good”** Some well thought out reflections; making thought connections, but little evidence of *personal* application; making some progress on one principle or competency.
- 3.5** **“Fair”** Superficial reflections; not making connections; no personal application; not making progress on principles or competencies.
- 2.5** **“Poor”** Turned in assignment with terse, superficial “non-reflections.”
- 0** Did not turn in SQ

Study Questionnaires will comprise 25% of the course grade:

- **SQ 1 (5%)**
- **SQ 2 (6%)**
- **SQ 3 (7%)**
- **SQ 4 (7%)**

Peer Consultation Groups and Leadership Challenge

(Learning Outcomes 1-5)

The full class will be divided into peer consultation groups (PCG) of approximately 7-8 students. The purpose of the PCGs is to give students a laboratory to:

- apply what they learn in class to their personal/professional challenge;
- practice ways to exercise leadership, using the model of adaptive leadership, especially regarding diagnostic work;
- discover and analyze the dynamics of how groups accomplish and avoid adaptive work.

The organization of the PCGs will be described in class. Briefly, each student writes a “personal leadership challenge” case study from his or her experience and, on a rotating basis, presents it to the group for consultation. A guide to preparing the case study is listed below. In addition, each student serves in different roles for the group on a rotating basis.

Personal Leadership Challenge

During this course, we will make use of your own personal leadership challenges. There will be an opportunity for you to present your challenges to others and gain consultation about them. We will illustrate the use of tools and approaches that will make these challenges more susceptible to progress. In preparation for this work, consider a problem that you must confront in your work, social, or personal life. The challenge should be within your span of control, but you need others to help you make progress on it. The issue cannot be solved by authority or experts alone. **It should be a dilemma or challenge for which you are genuinely open to alternative possibilities about how you might proceed and one that you are open to multiple interpretations about your role or responsibility for addressing the issue or concern.**

You should consider a problem or opportunity you are currently facing (most desirable), or a problem or opportunity you have faced in the past without success. You will write a brief (***no more than one page, single-spaced, font size 10***) “case study” describing the leadership challenge, including the following components:

- Explain your “personal leadership challenge.” **Characterize the problem or opportunity from your perspective.** What are you working on now in your organization, community, or personal life that you care deeply about making progress? What are the challenges and obstacles that must be confronted in order to make progress? Who are the major players and what are their major interests? What are your aspirations/hopes/goals for this effort? (*If you choose, you may change the names of participants, the names of relevant organizations, and the description of the setting to preserve confidentiality. Our discussions in class and in peer consultation groups will be “off the record”—faculty and students are to treat discussions confidentially and not repeat them to others.*)
- Describe **the actions you have taken or that you intend to take** with reference to the challenge you face. If possible, give a brief example of a conversation you have had or expect to have in working on your problem or opportunity.
- Last, **what is most important for you to learn about this effort, and why?** What are the 1-2 questions that you think will yield the consultation you most need?

The initial draft of your personal leadership challenge should be completed before Monday,

August 15. The final case dilemma write-up is due Tuesday, August 16 at the beginning of class.

Peer and Self Evaluation *(Learning Outcomes 3 and 5)*

You will evaluate yourself and be evaluated by other students in your peer consultation group, who will assess the degree to which you exercised leadership during the week regarding four leadership competencies: Diagnose Situation, Manage Self, Energize Others, and Intervene Skillfully.

Peer and self-evaluation will comprise 5% of the course grade.

Leadership Reflective Report *(Learning Outcomes 1, 2, 4, and 5)*

During this course you will be asked to reflect on and practice the Kansas Leadership Center's principles and competencies focused around adaptive leadership. You will have an opportunity to choose the principle or competency dimension that resonates most with you and how it relates to your experience throughout this course. We will then ask you to write a two- page reflective report following the guidelines below. You will write a brief (***no more than two-page, single-spaced, font size 10***) report focusing on the principle or competency sub-point that resonates most with you, including the following components:

- Explain why you chose your principle or competency dimension. What have you learned throughout the course on the concept? Why does it resonate with you? What still isn't clear or still challenges your current framework? (*Our assumption is many of you will choose a popular manage self dimension, "know your strengths, vulnerabilities and triggers." We'd like to challenge you to think beyond this dimension.*)
- Describe **the actions you have taken or that you intend to take** to test this principle or competency dimension. Give a brief example of something you already tried or observed **in class** that illustrates the importance of your chosen concept. How will this principle or competency dimension play out as you attempt to make progress on your personal leadership challenge(s)?

Your reflective report must be emailed to Dr. Cohen by Monday, August 22. (Note: late submissions will be penalized 10% per day.)

The Reflective Report will comprise 15% of the course grade.

Honors Section Requirements

The following requirements (study questionnaires and coaching sessions) apply to students enrolled in honors sections of this course. These requirements are in addition to the course requirements described above.

If you are not enrolled in one of the two honors sections of this course, but are planning to receive honors credit, YOU MUST NOTIFY DR. COHEN IMMEDIATELY!

Additional Study Question

Honors students will be required to answer an additional study question for each of the four study questionnaires.

Additional Reading (Pre-Course) (Learning Outcomes 1, 2, 4, and 5)

Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization, Harvard Business School Press, by Robert Kegan and Lisa Lahey (Available from Amazon.com)

Coaching Sessions (Learning Outcomes 1, 2, 4, and 5)

Each honors student will schedule three coaching sessions with an assigned coach. All coaches have received training in leadership coaching. The first session should occur *prior* to the course (preferably during the week of January 4-8, 2016), the second session should occur *during the week of the course* (January 11-15), and the third session should be scheduled *the week after the course* (week of January 18). **It is the student's responsibility to schedule these sessions with your assigned coach.** The coach will only communicate with Dr. Cohen that the coaching sessions were completed, and will not relay the content or substance of the coaching sessions. Students will be notified of their coach's contact information before December 25, 2015.

University Policies

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for

sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [here](#)

Video and Audio Recording (Suggested)

Video and audio recording of class sessions and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Leadership in Self and Society

Week at a Glance

Large Group Sessions- AH 300

Cohort Group Sessions- AH 208 and AH 214

Peer Consultation Group Sessions- Rooms as assigned

Monday – August 15

7:45-- 8:00	Gathering
8:00--9:00	Welcome/Introductions/Welcome Exercise/ How we Teach/Requirements
9:00--9:15	Break
9:15–10:15	Leadership and Authority
10:15–10:30	Break
10:30–11:30	Life in the Gap
11:30–11:40	Break
11:40–12:30	Manage Self Introduction
12:30–1:30	Lunch
1:30–2:15	Diagnose Situation (Teaching Session)
2:15–2:25	Break
2:25–3:15	Diagnose Situation Lab I (Test Multiple Interpretations/Explore Tough Interpretations)
3:15–3:25	Break
3:25–4:30	Peer Consultation Demonstration
4:30–5:00	Peer Consultation Groups (Your Leadership Challenge)

Monday pm assignments: SQ 1; Revise Personal Leadership Challenge; Review YLE (Part 1)

Tuesday – August 16

7:00–7:45	Support and Sense-making Circle (optional)
8:00–8:30	Debrief
8:30–8:40	Break
8:40—10:00	Diagnose Situation Lab II (Who needs to do the work, Take the temperature)
10:00—10:15	Break
10:15—11:45	PCG- Rounds 1 & 2
11:45–12:30	Lunch
12:30—2:00	PCG- Rounds 3 & 4
2:00—2:15	Break
2:15—3:00	Energize Others (Teaching Session)
3:00—3:10	Break
3:10—4:20	Energize Others Practice Lab (Work Across Factions/Engage Unusual Voices)
4:20—5:00	Peer Consultation Groups (Sense making)

Tuesday pm assignments: SQ 2; Review YLE (Part 2)

Wednesday – August 17

7:00- 7:45	Support and Sense-making Circle (optional)
8:00 – 8:30	Debrief
8:30—9:15	Intervene Skillfully (Teaching Session)
9:15—9:30	Break
9:30—10:30	Intervene Skillfully Practice Lab
10:30—10:45	Break
10:45–12:15	PCG- Rounds 5 & 6
12:15 – 1:00	Lunch
1:00-2:30	PCG- Rounds 7 & 8
2:30-2:45	Break
2:45—4:00	Manage Self Practice Lab
4:00—4:10	Break
4:10—5:00	PCG Sense-Making (Focus on <i>Experiment Beyond Your Comfort Zone</i>)

Wednesday pm assignments: SQ 3; Review YLE (Part 3); Read *Immunity to Change*, Chapter 9

Thursday – August 18

7:00- 7:45	Support and Sense-making Circle (optional)
8:00 – 8:30	Debrief
8:30—9:45	Act Experimentally Practice Lab
9:45 – 10:00	Break
10:00 – 12:00	– Speak from the Heart Practice Lab
12:00 – 12:45	Lunch
12:45--4:30	Immunity to Change (RSC Santa Fe Trail Room)
4:30—5:00	PCG Sense-Making (Immunity to Change)

Thursday pm assignments: SQ 4; Review YLE (Part 1)

Friday – August 19

7:00- 7:45	Support and Sense-making Circle (optional)
8:00 – 8:30	Debrief
8:50-- 9:25	Application Session
9:30-10:00	PCG Sense-Making
10:00—10:15	Break
10:15-11:15	Application Session
11:20-12:00	PCG Sense-Making
12:00 – 12:45	Lunch
12:45--2:00	Evaluations/Instructions for Final Assignment
2:00 – 2:15	Break
2:15-3:30	Application Session
3:15-3:30	Break
3:30 – 5:00	Faculty Panel, Wrap-up and Closing

Reflection paper due August 22



HMCD 310 – Introduction to the US Health Services System – Fall 2016

Instructor:	Nicole Heim, MPH, CPH, REHS
Department:	Department of Public Health Sciences
Office Location:	Remote
Telephone:	(816) 564-2201
Email:	nicole.heim@wichita.edu
Preferred Method of	Email, phone or text to the above number
Office Hours:	9 am to 10 pm any day at the above number
Classroom; Days/Time:	Online through Blackboard

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If any changes are made, they will be communicated through email and a course announcement in Blackboard.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy. If academic dishonesty is suspected, I will contact you directly to discuss.

Course Description

General education advanced issues and perspectives course. Designed to provide students a common background in how the U.S. health services system is organized, how health services are delivered and the mechanisms by which health services are financed in the United States. Provides an overview of the U.S. health services system and its key components, including the organization and management of the system, resource development (health care work force, health facilities and biomedical technology), the economic support system and the delivery system.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (*normally 3 hours per unit per week with 1 of the hours used for lecture; in this course, additional readings are assigned to compensate for the lack of a weekly lecture*) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

Learning Outcome 1 (LO1): *Describe the defining characteristics of the US health services system, including public and private insurance, and how it differs from health service systems in developed nations internationally.*

Learning Outcome 2 (LO2): *Relate how public health is used to improve population health.*

Learning Outcome 3 (LO3): *Discuss how behaviors affect health outcomes and the challenges with addressing health issues in vulnerable populations.*

Learning Outcome 4 (LO4): *Describe the organization of the US health services system and the health workforce.*

Learning Outcome 5 (LO5): *Explain US health services system financing, cost, and value.*

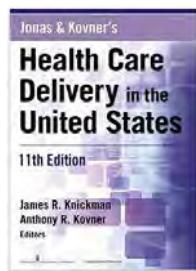
Learning Outcome 6 (LO6): *Discuss what high-quality health care is, and the mechanisms for managing and governing health care organizations.*

Learning Outcome 7 (LO7): *Define health information technology and what determines the future of the US health services system.*

Required Texts/Readings Textbook

The required textbook can be found in the campus bookstore, or other various online booksellers:

Kovner AR, Knickman JR. (2015). *Health Care Delivery in the United States (11th edition)*. Springer Publishing Company: New York.



Other Readings

In addition to weekly textbook readings, during most weeks, other reading materials for this course will be provided in the Readings folder found in the corresponding week.

Other Equipment/Materials

This course is completed fully online. As such, you will need continued and reliable access to the Internet throughout the Semester. You will need to have a high speed Internet connection to

access the contents of this course. Please be sure to have at least one back-up location should your Internet connection or electricity be interrupted.

You can use your own computer, a friend's computer, one at work, one at a public library, or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails and all course posts.

Class Protocol

Online learning, in some cases, involves more active participation than in-class learning and for some students, may be more difficult than a traditional environment. Therefore, please take some time to thoroughly look over the course expectations prior to the start of each week.

You will need to login to Blackboard with your MyWSU ID and password to access this course. Under the My Blackboard tab you will find the course listed as Intro US Health Service Sys (HMCD-310-CRN#).

Discussion

Each week there is a discussion, you will be required to post an initial response to one of the discussion questions based on the first letter of your last name, and then reply to at least two of your peers in the opposing discussion thread.

Please respond to the assigned discussion topic using proper grammar and spelling, and include in-text citations and a list of APA formatted references for your work. I would expect you to use the textbook at the very least, but also include some additional sources to support your arguments.

This response should be at least 200 words in length. The initial response to the discussion question is due by 11:59 pm CT on Thursday each week they are assigned.

In addition, you are required to post at least two replies to your peers in the **opposing** discussion thread. The peer replies should be at least 50 words in length and be substantive. Please see the announcement in the classroom on Substantive Posts for more information.

Both of the peer replies are due by 11:59 pm CT on Sunday each week they are assigned.

Written Assignments

You will be assigned a written project on a chosen topic during several weeks throughout the Semester. These assignments may vary in format; however, you will receive detailed instructions during each module.

The written assignments are due at 11:59 pm CT on Sunday each week they are assigned.

Please keep all written communication (email, discussion boards, etc.) professional. The correct use of capitalization, grammar, spelling, punctuation, and other proper mechanics is always expected in this course. Abbreviated Internet jargon/computer shorthand/text messaging shorthand is not acceptable in academic/professional settings and are not be acceptable in this

course. Please be aware of these expectations in your assignments, emails, and on the discussion boards.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.

Points/percentage	Letter grade	Grade Points	Interpretation
930-1000 (93%-100%)	A	4.00	<i>The A range denotes excellent performance.</i>
900-929 (90%-92.9%)	A-	3.70	
870-899 (87%-89.9%)	B+	3.30	<i>The B range denotes good performance.</i>
830-869 (83%-86.9%)	B	3.00	
800-829 (80%-82.9%)	B-	2.70	<i>The C range denotes satisfactory performance.</i>
770-799 (77%-79.9%)	C+	2.30	
730-769 (73%-76.9%)	C	2.00	<i>The D range denotes unsatisfactory performance.</i>
700-729 (70%-72.9%)	C-	1.70	
670-699 (67%-69.9%)	D+	1.30	<i>F denotes failing performance.</i>
630-669 (63%-66.9%)	D	1.00	
600-629 (60%-62.9%)	D-	0.70	
0-599 (0%-59.9%)	F	0.00	

Assignments

Week	Assessments	Point Values	Module Total
1	Discussion – All posts due by 08/28/2016	35	170
2	Discussion – All posts due by 09/04/2016	35	
3	Written Assignment – Due by 09/11/2016	100	
4	Discussion – All posts due by 09/18/2016	35	135
5	Written Assignment – Due by 09/25/2016	100	
6	Discussion – All posts due by 10/02/2016	35	135
7	Written Assignment – Due by 10/09/2016	100	
8	Fall Break – 10/10-16/2016	-	-
9	Discussion – All posts due by 10/23/2016	35	135
10	Written Assignment – Due by 10/30/2016	100	
11	Discussion – All posts due by 11/06/2016	35	135

12	Written Assignment – Due by 11/13/2016	100	
13	Discussion – All posts due by 11/20/2016	35	135
14	Written Assignment – Due by 11/27/2016	100	
15	Discussion – All posts due by 12/04/2016	35	155
16	Final – Reflection Paper – Due by 12/11/2016	120	
Total			1000

Extra Credit

Extra credit is not available in this course. The course has been designed to measure your understanding of the course objectives. Each assessment is important to learning the course material and is expected to be completed substantively and on time.

Late Assignments

Late assignments will be accepted. Deductions will be taken as follows:

- 1 to 2 days late = 10% deduction
- 3 to 4 days late = 20% deduction
- 5 to 7 days late = 30% deduction
- Not accepted more than 7 days after the due date

Discussion responses cannot be accepted after the close of the week in which they were due. For instance, if you missed the Thursday deadline for posting the initial response to the discussion, you may post up to Sunday at midnight; however, there will be a 1-point deduction for each day late. Point deductions are as follows:

- Initial response posted on Friday = -1 point
- Initial response posted on Saturday = -2 points
- Initial response posted on Sunday = -3 points
- Not accepted after Sunday at midnight.
- Peer replies during discussion weeks are due by Sunday and cannot be made up under most circumstances.

Missed Assignments

If you miss a discussion or assignment because of an extenuating circumstance, please contact me as soon as possible at (816) 564-2201 or nicole.heim@wichita.edu. Extenuating circumstances include severe illness (one that keeps you from going to on-ground classes as well), birth of a child (natural or adopted), illness of a child, spouse/partner, or parent you are responsible for, death in the family, or other adverse life event. Contacting me ahead of your absence is preferable, but I understand if you are unable to communicate immediately in an emergency situation.

Important Academic Dates

For Fall Semester 2016, classes begin Monday, August 22, 2016 and end Thursday, December 8, 2016. The last date to drop a class and receive a W (withdrawn) instead of F

(failed) is November 1st, 2016. There are no classes from October 15th-18th in observance of Fall Break, and November 24th-27th for Thanksgiving Break. The final exam period is December 10th-15th, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

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The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open.

If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information, see [here](#).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities, which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services, see [here](#).

Other

Students are expected to comply with all rules enacted under the university code of student conduct. Accordingly, you are expected to perform all your assignments alone and not communicate with any other student or person to provide or receive assistance in the completion of your student work. Cheating is a violation of the Student Judicial Code and is considered as an academic misconduct. Under this rule, academic misconduct is defined as "receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, or other forms of dishonesty in academic matters". Academic dishonesty in this course involves using another person's work as your own. You may fail this course if you misrepresent someone else's work as your own. Safe Assign will be available to check your papers when they are submitted for grading.

For technical assistance, please go to Student Help in the myWSU portal.

Tentative Schedule for 15 week class – adjust to your style and different term lengths

Week	Date	Topics, Readings, Assignments, and Deadlines
1	08/22/2016 to 08/28/2016	<p>Module 1 – Week 1: Challenge of Health Care Delivery and Health Policy</p> <p><u>Readings:</u> Chapter 1 and 2 from Kovner and Knickman plus additional readings in the Week 1 Readings folder.</p> <p><u>Discussion (35 points):</u> Post the initial response to the discussion question by Thursday, August 25th and respond to at least two of your peers by the end of the online week on Sunday, August 28th.</p> <p><i>**If your last name starts with A-L, please answer Discussion Question 1 and respond to two of your peers in the Discussion Question 2 thread. If your last name starts with M-Z, please answer Discussion Question 2 and respond to two of your peers in the Discussion Question 1 thread.**</i></p>
2	08/29/2016 to 09/04/2016	<p>Module 1 – Week 2: Government and Health Insurance: The Policy Process</p> <p><u>Readings:</u> Chapter 3 from Kovner and Knickman plus additional readings in the Week 2 Readings folder.</p> <p><u>Discussion (35 points):</u> Post the initial response to the discussion question by Thursday, September 1st and respond to at least two of your peers by the end of the online week on Sunday, September 4th.</p> <p><i>**If your last name starts with A-L, please answer Discussion Question 1 and respond to two of your peers in the Discussion Question 2 thread. If your last name starts with M-Z, please answer Discussion Question 2 and respond to two of your peers in the Discussion Question 1 thread.**</i></p>
3	09/05/2016 to 09/11/2016	<p>Module 1 – Week 3: Comparative Health Systems</p> <p><u>Readings:</u> Chapter 4 from Kovner and Knickman plus additional readings in the Week 3 Readings folder.</p> <p><u>(LO1) Written assignment (100 points):</u> For the Week 3 written assignment, you will pick one of two options for writing a paper. Please upload your assignment as a Word document and submit it to the Dropbox (do not use the 'Write Submission' function). The Week 3 Written Assignment is due on Sunday, September 11th by 11:59 pm CT.</p>
4	09/12/2016 to 09/18/2016	<p>Module 2 – Week 4: Population Health</p> <p><u>Readings:</u> Chapter 5 from Kovner and Knickman plus additional readings in the Week 4 Readings folder.</p> <p><u>Discussion (35 points):</u> Post the initial response to the discussion question by Thursday, September 15th and respond to at least two of your peers by the end of the online week on Sunday, September 18th.</p> <p><i>**If your last name starts with A-L, please answer Discussion Question 1 and respond to two of your peers in the Discussion Question 2 thread. If your last name starts with M-Z, please answer Discussion Question 2 and respond to two of your peers in the Discussion Question 1 thread.**</i></p>

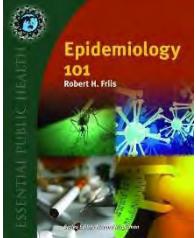
5	09/19/2016 to 09/25/2016	Module 2 – Week 5: Public Health: A Transformation for the 21st Century <u>Readings:</u> Chapter 6 from Kovner and Knickman plus additional readings in the Week 5 Readings folder. <u>(LO2) Written assignment (100 points): Please upload your assignment as a Word document and submit it to the Dropbox (do not use the 'Write Submission' function).</u> The Week 5 Written Assignment is due on Sunday, September 25th by 11:59 pm CT.
6	09/26/2016 to 10/02/2016	Module 3 – Week 6: Health and Behavior <u>Readings:</u> Chapter 7 from Kovner and Knickman plus additional readings in the Week 6 Readings folder. <u>Discussion (35 points):</u> Post the initial response to the discussion question by Thursday, September 29th and respond to at least two of your peers by the end of the online week on Sunday, October 2nd. <i>**If your last name starts with A-L, please answer Discussion Question 1 and respond to two of your peers in the Discussion Question 2 thread. If your last name starts with M-Z, please answer Discussion Question 2 and respond to two of your peers in the Discussion Question 1 thread.**</i>
7	10/03/2016 to 10/09/2016	Module 3 – Week 7: Vulnerable Populations: A Tale of Two Nations <u>Readings:</u> Chapter 8 from Kovner and Knickman plus additional readings in the Week 7 Readings folder. <u>(LO3) Written assignment (100 points): Please upload your assignment as a Word document and submit it to the Dropbox (do not use the 'Write Submission' function).</u> The Week 7 Written Assignment is due on Sunday, October 9th by 11:59 pm CT.
8	10/10/2016 to 10/16/2016	FALL BREAK: NO ACTIVITIES – <i>Enjoy the time off!</i>
9	10/17/2016 to 10/23/2016	Module 4 – Week 9: Organization of Care <u>Readings:</u> Chapter 9 from Kovner and Knickman plus additional readings in the Week 9 Readings folder. <u>Discussion (35 points):</u> Post the initial response to the discussion question by Thursday, October 20th and respond to at least two of your peers by the end of the online week on Sunday, October 23rd. <i>**If your last name starts with A-L, please answer Discussion Question 1 and respond to two of your peers in the Discussion Question 2 thread. If your last name starts with M-Z, please answer Discussion Question 2 and respond to two of your peers in the Discussion Question 1 thread.**</i>
10	10/24/2016 to 10/30/2016	Module 4 – Week 10: The Health Workforce <u>Readings:</u> Chapter 10 from Kovner and Knickman plus additional readings in the Week 10 Readings folder. <u>(LO4) Written assignment (100 points): Please upload your assignment as a Word document and submit it to the Dropbox (do not use the 'Write Submission' function).</u> The Week 10 Written Assignment is due on Sunday, October 30th by 11:59 pm CT.

11	10/31/2016 to 11/06/2016	<p>Module 5 – Week 11: Health Care Financing</p> <p><u>Readings:</u> Chapter 11 from Kovner and Knickman plus additional readings in the Week 11 Readings folder.</p> <p><u>Discussion (35 points):</u> Post the initial response to the discussion question by Thursday, November 3rd and respond to at least two of your peers by the end of the online week on Sunday, November 6th.</p> <p><i>**If your last name starts with A-L, please answer Discussion Question 1 and respond to two of your peers in the Discussion Question 2 thread. If your last name starts with M-Z, please answer Discussion Question 2 and respond to two of your peers in the Discussion Question 1 thread.**</i></p>
12	11/07/2016 to 11/13/2016	<p>Module 5 – Week 12: Health Care Costs and Value</p> <p><u>Readings:</u> Chapter 12 from Kovner and Knickman plus additional readings in the Week 12 Readings folder.</p> <p><u>(LO5) Written assignment (100 points):</u> Please upload your assignment as a Word document and submit it to the Dropbox (do not use the 'Write Submission' function). The Week 12 Written Assignment is due on Sunday, November 13th by 11:59 pm CT.</p>
13	11/14/2016 to 11/20/2016	<p>Module 6 – Week 13: High Quality Health Care</p> <p><u>Readings:</u> Chapter 13 from Kovner and Knickman plus additional readings in the Week 13 Readings folder.</p> <p><u>Discussion (35 points):</u> Post the initial response to the discussion question by Thursday, November 17th and respond to at least two of your peers by the end of the online week on Sunday, November 20th.</p> <p><i>**If your last name starts with A-L, please answer Discussion Question 1 and respond to two of your peers in the Discussion Question 2 thread. If your last name starts with M-Z, please answer Discussion Question 2 and respond to two of your peers in the Discussion Question 1 thread.**</i></p>
14	11/21/2016 to 11/27/2016	<p>Module 6 – Week 14: Managing and Governing Health Care Organizations</p> <p><u>Readings:</u> Chapter 14 from Kovner and Knickman plus additional readings in the Week 14 Readings folder.</p> <p><u>(LO6) Written assignment (100 points):</u> Please upload your assignment as a Word document and submit it to the Dropbox (do not use the 'Write Submission' function). The Week 14 Written Assignment is due on Sunday, November 27th by 11:59 pm CT.</p>
15	11/28/2016 to 12/04/2016	<p>Module 7 – Week 15: Health Information Technology</p> <p><u>Readings:</u> Chapter 15 from Kovner and Knickman plus additional readings in the Week 15 Readings folder.</p> <p><u>Discussion (35 points):</u> Post the initial response to the discussion question by Thursday, December 1st and respond to at least two of your peers by the end of the online week on Sunday, December 4th.</p> <p><i>**If your last name starts with A-L, please answer Discussion Question 1 and respond to two of your peers in the Discussion Question 2 thread. If your last name starts with M-Z, please answer Discussion Question 2 and respond to two of your peers in the Discussion Question 1 thread.**</i></p>

16 and <i>Final</i>	12/5/2016 to 12/11/2016	Module 7 – Week 16: The Future of Health Care Delivery and Health Policy <u>Readings:</u> Chapter 16 from Kovner and Knickman plus additional readings in the Week 16 Readings folder. <u>(LO7) Written assignment (100 points): Please upload your assignment as a Word document and submit it to the Dropbox (do not use the 'Write Submission' function).</u> Your Final Exam/Written Assignment is due on Sunday, December 11th by 11:59 pm CT.
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Syllabus	HMCD 325 – Introduction to Epidemiology (Spring 2016 – CRN 21583)
Meeting	Wednesdays 4:30 – 6:50 Room 110A AH
Instructor Information	<p>Instructor: Amy Drassen Ham, PhD, MA, MPH Department: Public Health Sciences Phone: 316-978-5644 Office: 135B AH Office Hours: Tuesdays, Wednesdays and Thursdays 1:00 – 3:00, and by appointment email: amy.ham@wichita.edu</p>
How to Use This Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes made to this course will be communicated through the WSU Blackboard system and/or announced at in-person class sessions.
Required Readings	 <p><i>Epidemiology 101</i> by Robert H. Friis ISBN: 9780763754433 Selected readings, links and film content available through Blackboard</p>
Required Tools	A basic calculator will be needed to perform homework assignments and examinations.
Course Description	This course introduces students to the science and methodology of disease and risk surveillance in public health. It presents the foundations and structure used to solve medical and environmental health problems in the community with a primary focus on the health status of individual populations and special populations as they relate to health promotion and disease prevention. The course will include lecture, film, group analysis, and discussion.
Learning	Through the format and content of this course, students will be able to:



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Outcomes	<p>LO 1 Define the foundations and historical developments of epidemiology</p> <p>LO 2 Measures health status using epidemiological tools</p> <p>LO 3 Interpret descriptive statistics in epidemiology</p> <p>LO 4 Compare and evaluate epidemiological research methods and study designs</p> <p>LO 5 Recognize the difference between association and causality</p> <p>LO 6 Explore techniques for conducting epidemiological investigations</p> <p>LO 7 Apply epidemiological methodology to community health issues</p>										
Public Health Sciences HSMCD & HS Learning Outcomes	<p>The Department of Public Health Sciences established the following five learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 325 course content targets outcomes one and two below:</p> <ol style="list-style-type: none">Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global healthDemonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledgeDemonstrate an understanding of health leadership, management, and policy using systems thinkingDemonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community healthDemonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learningExhibit oral and written communication skills for diverse populations and environments										
Definition of Credit Hours	<p>Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week for a total of 135 hours). This is a hybrid course and students will spend in class in lecture and out of class through online instruction. Please see course schedule for specific information. Students may spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities may include, but are not limited to reading, writing, studying, research, and working on group projects.</p>										
Course Format	<p>This course is organized around one (1) syllabus agreement and four (4) online examinations. The course grade will be determined as follows:</p> <table><tbody><tr><td>Syllabus Agreement</td><td>= 2%</td></tr><tr><td>Exam #1</td><td>= 24.5%</td></tr><tr><td>Exam #2</td><td>= 24.5%</td></tr><tr><td>Exam #3</td><td>= 24.5%</td></tr><tr><td>Exam #4</td><td>= 24.5%</td></tr></tbody></table> <p>In all instances, keep a copy of your submissions for your files in case of loss. All course assignments and exam grades will be posted to</p>	Syllabus Agreement	= 2%	Exam #1	= 24.5%	Exam #2	= 24.5%	Exam #3	= 24.5%	Exam #4	= 24.5%
Syllabus Agreement	= 2%										
Exam #1	= 24.5%										
Exam #2	= 24.5%										
Exam #3	= 24.5%										
Exam #4	= 24.5%										



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Blackboard. Grades cannot be given over the phone or by e-mail. Skipping any assignment, regardless of its point value, results in an incomplete for the course. All assignments must be completed by assigned due dates for course fulfillment. Final course grades will be based on the following +/- point scale:

Letter grade	Grade Points	Interpretation
A	4.00	<i>The A range denotes excellent performance.</i>
A-	3.70	
B+	3.30	
B	3.00	<i>The B range denotes good performance.</i>
B-	2.70	
C+	2.30	
C	2.00	<i>The C range denotes satisfactory performance.</i>
C-	1.70	
D+	1.30	
D	1.00	<i>The D range denotes unsatisfactory performance.</i>
D-	0.70	
F	0.00	<i>F denotes failing performance.</i>

Important Academic Dates	Event	Date
	Weekday Classes begin	January 19
	Last day to withdraw and receive 100% refund	January 25
	Last day to withdraw and receive 40% refund	January 22



	Mid-semester point	March 9
	Spring Break begins	March 14
	Spring Break ends	March 20
	Last day to drop a course and receive a "W"	April 1
	Spring Classes end	May 5
	Study Day	May 6
	Final Exams	May 7 - 12
Syllabus Agreement	Students are expected to complete an online activity confirming receipt of the course syllabus. <i>The purpose of the Syllabus Agreement is to assure students have read, understand and will comply with course expectations for HMCD 324 Introduction to Epidemiology class.</i> The syllabus agreement must be completed by the due date for Module 2.	
Exams	The four (4) online examinations will consist of multiple choice, fill-in-the-blank, short answer, and essays. <i>The purpose of the Exams is to assess student knowledge from all sources of course content.</i> Students will have access to exams through Blackboard and will be limited to one opportunity to launch and complete exams with a one-hour time limit. For whatever reason you choose to miss an exam, a make-up <i>may</i> be granted at the instructor's discretion. Make-up exams will consist of my choice in format. Retake and make-up exams, requested for any reason included technology failures, will be proctored by the WSU Counseling and Testing Center for a fee of \$10.	
Homework	Students are advised to complete posted homework assignments throughout the semester. <i>The purpose of the Homework assignment is to assist students in their preparation for the quantitative portion of the exams.</i> Homework is posted to Blackboard for the student's benefit and therefore, carries no grade. Additional non-credit in-class exercises and handouts may be administered, if necessary, for additional review.	
Technology	This is a hybrid, Blackboard enhanced course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend's computer, one at work, one at public library or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails and posting assignments. The Blackboard system also will be used for the delivery of some course materials, to administer examinations, and to post all homework assignments and the final examination. Students are required to review Blackboard for ancillary reading assignments and must be prepared to thoughtfully discuss the posted materials. Posted materials may consist of Internet sites, PDF files, and MS-Word files.	



Participation and Conduct	<p>Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the Wichita.edu system.• Sign all email correspondences with both first and last name.• Write "HMCD 325" in the subject line of all email correspondences.• Expect up to a 24 hour delay, excluding weekends, for response to email correspondences that conform to the above mentioned expectations.• Adherence to general netiquette standards (see The Core Rules of Netiquette) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind <i>may</i> receive expulsion and an automatic F for the course.• Write your first and last name on all assignments (on the paper itself).• Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).• Proper parenthetical in-text citation in standardized formats is expected as necessary – see OWL for an online, comprehensive and update source for citation.• Attach any files as a document in MSWord format.• If the Blackboard system is down, contact your instructor only after you first have contacted WSU OneStop.• Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.• Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.• Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
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- Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).
- Use the Shocker Alert System to be contacted by WSU through email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Disability Services	<p>Recording devices are not allowed. If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316)-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>
Counseling and Testing	<p>The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p>
Intellectual Property and Copyright Notice	<p>Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.</p> <p>Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are copyrighted and may not be used without permission. Video and audio recording of lectures without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings and lecture materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.</p>



Course
Schedule

Tentative Schedule		
Date	Module Content and Objectives	Module Assignments
Module 1 Jan 20	Course Introduction <ul style="list-style-type: none">• Review course syllabus, format and expectations• Review public health Core Functions and Essential Services Foundations of Epidemiology <ul style="list-style-type: none">• Define epidemiology• Describe goals of epidemiologists Practical Disease Concepts <ul style="list-style-type: none">• Describe common terminology in epidemiology• Explain epidemiological triad	<ul style="list-style-type: none">• Web Link: Textbook Companion• Activity: Syllabus Agreement
Module 2 Jan 27	Historical Developments <ul style="list-style-type: none">• Examine emergence and evolution of epidemiology Public Health & Civil Liberties <ul style="list-style-type: none">• Appraise historical and modern epidemiological ethics	<ul style="list-style-type: none">• Text Chapter 1• Film: Typhoid Mary -- The Most Dangerous Woman in America• Reading: Needle Exchange Programs• Reading: Insite
Module 3 Feb 3	No Class – Blackboard Content Only Issues in Emerging Infectious Disease <ul style="list-style-type: none">• Discover challenges to treating disease caused by drug-resistant bacteria• Investigate growing crisis of antibiotic resistance	<ul style="list-style-type: none">• Film: Hunting the Nightmare Bacteria• Film: The Trouble with Antibiotics• Audio: Battling Superbugs in Hospitals• Reading: McKenna, Maryn 2015 “We Need Antibiotics. They’re Not Profitable to make. Who Pays?” in National Geographic Phenomena Blog, May 23
Module 4 Feb 10	No Class – Online Exam #1	<ul style="list-style-type: none">• Exam #1 due by 7:00 pm LO 1, LO 2



	<p>Module 5 Feb 17</p> <p>Measures of Health Status</p> <ul style="list-style-type: none">• Explore data sources• State factors affecting the quality of data• Outline commonly used epidemiological rates• Demonstrate morbidity and mortality calculations• Differentiate between incidence and prevalence• Calculate epidemiological outcomes using selected data sources <p>Evaluating Risk</p> <ul style="list-style-type: none">• Calculate and evaluate relative risk• Practice calculating relative risk through in-class exercise	<ul style="list-style-type: none">• Text Chapters 2, 3 4• Web Link: Kansas Notifiable Diseases• Web Link: Kansas Vital Statistics – KDHE• Lecture Web Links• Reading: Hobson, Katherine 2015 “Scientists Create Vomiting Machine to Learn How Norovirus Spreads” <i>in</i> Shots Health News from NPR. NPR, August 24• Homework #1
	<p>Module 6 Feb 24</p> <p>No Class – Blackboard Content Only</p> <p>Global & Local Issues in Epidemiology</p> <ul style="list-style-type: none">• Explore global reach of tuberculosis• Distinguish limitations to calculating mortality measures in America	<ul style="list-style-type: none">• Film: TB Silent Killer• Reading: Beaubien, Jason 2015 “TB Is Not the Top Infectious Killer (Even Though Deaths are Down)” <i>in</i> Goats and Soda Stories of Life in a Changing World. NPR. October 28• Film: Post Mortem• Reading: Costello, Amy 2015 “It Turns Out We Really Didn’t Know What People are Dying From” <i>in</i> Goats and Soda Stories of Life in a Changing World. NPR June 28
	<p>Module 7 Mar 2</p> <p>No Class – Blackboard Content Only</p> <p>Global & Local Issues in Epidemiology</p> <ul style="list-style-type: none">• Examine pandemic AIDS• Assess denial and stigma that contributed to the spread of AIDS• Explore issue of AIDS among black Americans	<ul style="list-style-type: none">• Film: The Age of AIDS• Film: ENDGAME, AIDS in Black America
	<p>Module 8</p> <p>No Class – Online Exam #2</p>	<p>• Exam #2 due by 7:00 pm</p>



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	Mar 9		LO 2, LO 3
	Mar 16	No Class WSU Spring Break	
	Module 9 Mar 23	Research Methods & Study Design <ul style="list-style-type: none">• Examine application of descriptive and analytic methods• Differentiate study design in epidemiological research• Examine limitations to study design• Calculate and evaluate odds ratio• Practice evaluating outcome measures from epidemiological studies Association & Causality <ul style="list-style-type: none">• Explore criteria of causality• Distinguish between noncausal and causal associations	<ul style="list-style-type: none">• Text Chapter 6• Homework #2
	Module 10 Mar 30	Evaluating Research <ul style="list-style-type: none">• Evaluate causality in epidemiological research• Recognize challenges when public opinion outweighs epidemiological data• Recognize challenges to taking public health action when lacking epidemiological data• In-class film: The Brain Eaters	<ul style="list-style-type: none">• Text Chapter 5• Reading: CJD Factsheet• Film: Vaccines – Calling the Shots• Reading: McKenna, Maryn 2015 “A Vaccinated Man Has Been Emitting Virulent Polio for 28 Years” in National Geographic Phenomena, September 2
	Module 11 Apr 6	Putting the Pieces Together <ul style="list-style-type: none">• Explore relationship between the goals of epidemiologists from identifying disease to policy development• Demonstrate how data is obtained, analyzed, and	<ul style="list-style-type: none">• Text Chapter 7• Reading: Zaragovia, Veronica 2016 “Why Tortillas May Hold the Key to Healthier Babies” in The Salt What’s On Your Plate. NPR, January 6



		<p>assessed to improve population health outcomes</p> <ul style="list-style-type: none">• Demonstrate the role of epidemiological research in policy development	
Module 12 Apr 13	No Class – Online Exam #3	<ul style="list-style-type: none">• Exam #3 due by 7:00 pm LO 3, LO 4, LO 5	
Module 13 Apr 20	Epidemiological Depictions in the Media <ul style="list-style-type: none">• Demonstrate media representation of epidemiology• Discuss accuracy of epidemiological messages In-class film: Contagion	<ul style="list-style-type: none">• Web Link: CDC's Disease Detectives -- Contagion, the Movie, Hollywood's Take on Disease Detectives• Web Link: Peter Sandman on Pandemic Flu and Other Infectious Diseases Index	
Module 14 Apr 27	Epidemiological Investigations <ul style="list-style-type: none">• Demonstrate role of epidemiologists in infection control and quality assessment• Illustrate procedures for investigating infectious disease outbreaks<ul style="list-style-type: none">○ <i>Guest: Chris Steward, Director of Health Protection, Sedgwick County</i>	<ul style="list-style-type: none">• Text Chapter 8 & 9• Film: Outbreak• Reading: Bichell, Rae Ellen 2015 “How Long Can Ebola Linger in the Semen of Male Survivors” in Goats and Soda Stories of a Life in a Changing World. NPR, October 14.	
Module 15 May 4	Epidemiology and Preparedness <ul style="list-style-type: none">• Explore preparing for natural and human-made disasters<ul style="list-style-type: none">○ <i>Guest: Daniel Pugh, Public Health Emergency Preparedness Manager, SCHD</i>	<ul style="list-style-type: none">• Text Chapter 10• Additional readings TBA	
Module 16 May 11	No Class – Online Exam #4	<ul style="list-style-type: none">• Exam #4 due by 7:00 pm LO 6, LO 7	
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an		



WICHITA STATE
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instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: <http://www.wichita.edu/thisis/home/?u=titleixf>

Inclusive Excellence

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.



HMCD 326 Emerging Health Care Issues of the 21st Century, (Semester here)

Instructor:	Deborah Barkin Fromer MT(ASCP), MPH
Department:	Health Sciences
Office Location:	Virtual
Telephone:	(316) (304-9000)
Email:	Deborah.fromer@wichita.edu
Preferred Method of Contact:	Email or telephone
Office Hours:	Monday – Friday 9-12 ET
Classroom; Days/Time:	http://blackboard.wichita.edu Class is delivered totally online

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. *You will be alerted of any changes through the online classroom site and via email.*

Academic Honesty

Students are responsible for knowing the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy. *If academic dishonesty is suspected Instructor will speak with the student(s) involved.*

Course Description

General education advanced issues and perspectives course. Team-taught by experts inside and outside the College of Health Professions. This course is an in-depth study of emerging healthcare issues in a rapidly changing health care environment. There are many emerging illnesses in the United States, not to mention numerous other clinical, ethical, and health care delivery issues. This course addresses current and critical health care issues facing the community locally, nationally, and abroad. Historical coverage of medical issues of the 20th century is presented as a means of understanding contemporary issues.

Course content will assist the learner in laying a foundation for acquiring knowledge in pursuit of a career in the sciences.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for course course-related activities to include Readings, preparation for Discussion Forums and Quizzes and Midterm and Final Papers, for a total of 135 hours.

Measurable Student Learning Outcomes

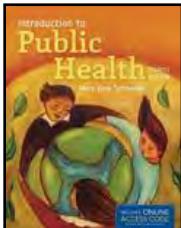
Upon successful completion of this course, students will be able to:

- **Learning Objective 1:** Analyze the historical roots of health care as a means of understanding modern-day health care issues
- **Learning Objective 2:** Review, discuss, and evaluate the top medical stories of the past century
- **Learning Objective 3:** Review, discuss, and evaluate public health achievements in the past century
- **Learning Objective 4:** Identify, describe, and evaluate health care issues of the 21st century

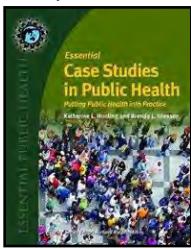
- **Learning Objective 5:** Demonstrate competency in searching the literature using traditional and/or electronic means as evidenced by completion of written assignments / reports.
- **Learning Objective 6:** Describe the roles of health professionals in terms of the health care issues

Required Textbooks (available at the WSU bookstore)

Introduction to Public Health, 4th Edition, 2013, Jones & Bartlett Learning, Mary-Jane Schneider



Essential Case Studies in Public Health (Putting Public Health into Practice)
2012, Katherine Bunting, Brenda Gleason



Other Readings

Provided by the course instructor

Class Protocol, Participation and Conduct

Use of the WSU email address account - - students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact the WSU Help Desk at 978-4357.

- Sign all email correspondences with both first and last name.
- **Write HCMD 326 and section # or I prefer color of course shell** in the subject line of all email correspondences.
- Expect up to a 48 -hour delay, excluding weekends, for response to email correspondences.
- Don't panic if the Blackboard system is down. Contact your instructor **only** after you first have called the WSU Help Desk at 978-4357 for assistance.
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.).
- Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).

Netiquette: The word "netiquette" is short for "Internet etiquette." As a student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

- Wait to respond to a message that upsets you and be careful of what you say and how you say it.
- Be considerate. Rude or threatening language, inflammatory, personal attacks, and other inappropriate communication will not be tolerated.

- Never post a message that is in all capital letters — it comes across to the reader as SHOUTING! Use boldface and italics sparingly, as they can denote sarcasm.
- Always practice good grammar, punctuation, and composition. This shows that you have taken the time to craft your response and that you respect your classmates' work.
- Keep in mind that Discussion Boards are meant to be constructive exchanges.
- Be respectful and treat everyone, as you would want to be treated yourself.
- Use spell check!

Discussion Board: There will be a Discussion Board (DB) most weeks. There will be a choice of discussion questions from which to choose, and you should choose one to answer. Unless otherwise posted, the instructions for discussion are as follows:

- Since our class week is from **Monday to Monday**, your first or initial posting should be posted by **Thursday, midnight CST** and should meet or exceed a **200 -word minimum** word count.
- **Required additional postings are two replies or responses to classmates.** These “**peer responses**” are due by **Monday, midnight CST**. There is no word minimum, but approximate at **least 75 words**. Peer responses should be substantial and add meaning to the discussion. For example, a simple “I agree” is still welcome, but will not count in fulfilling the assignment. Feel free to post more frequently if you choose and make sure you **check every other day at least**, to see if someone has asked you a question about your response and to read what your classmates have posted.
- **Your total of three postings should include at least 2 different days!** (Please keep this in mind)

Students are expected to read from the assigned reading prior to discussion board posts. The purpose of the DB is for students to share their thoughts and comments on the course readings and content and to demonstrate their understanding in writing. A portion of each student’s grade in this course will be based on my subjective determination of his or her DB participation. Students are encouraged to use the class textbook, assigned readings and the online WSU library to search for peer-reviewed journal articles to help support their views. All responses requiring a citation should be referenced, your choice of style.

Please be aware that just cutting and pasting sections of articles is not acceptable and will negatively impact the grade for that week (see plagiarism policy)

Original thought should be incorporated, but discussion additionally will be evaluated based on general grammar, concept and demonstrated synthesis of course material as defined by the following grading rubric.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages	Letter grade	Grade Points	Interpretation
92.00 - 100	A	4.00	<i>The A range denotes excellent performance.</i>
90.00 - 91.99	A-	3.70	
88.00 - 89.99	B+	3.30	
82.00 - 87.99	B	3.00	<i>The B range denotes good performance.</i>
80.00 – 81.99	B-	2.70	
78.00 – 79.99	C+	2.30	
72.00 – 77.99	C	2.00	<i>The C range denotes satisfactory performance.</i>

70.00 – 71.99	C-	1.70	
68.00 – 69.99	D+	1.30	
62.00 – 67.99	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
60.00 – 61.99	D-	0.70	
<60	F	0.00	<i>F denotes failing performance.</i>

Assignments

This course meets entirely on the Internet using Blackboard. Students are expected to participate in a discussion board most weeks. Due dates for assignments will be outlined on Blackboard and I will place a class schedule on the site. Teaching methods will include readings from the course textbooks and supplemental readings chosen by the professor, discussion boards, blog postings, quizzes, and two papers /projects.

This course is organized around readings and required discussion postings. There will be approximately 8 quizzes, and 2 short (approximately 3 - 4 page) papers. Quizzes will consist of 10-20 multiple choice and short answer questions and will include material covered mainly in the textbook readings for that and/or the previous week. All quizzes will be timed and taken on Blackboard.

The following points will determine the course grade:

Discussion postings (9)	360	(36%)
Quizzes (8)	340	(34%)
Midterm Paper	150	(15%)
Final Paper	150	(15%)
Total		1000 points /100%

Late Policy for Discussion Board and Papers / Projects

An extension will only be granted due to extenuating circumstances determined by the instructor. Examples of extenuating circumstances may include but are not limited to: personal/family member hospitalization, childbirth or other medical emergencies, death in the family or weather/environmental. If such should happen, please contact me immediately. Computer-related issues and Internet connectivity issues are not normally considered extenuating.

Late Policy for Quizzes

Quizzes must be completed in the time frame given, which will usually be one week. *Once a quiz / exam is started, it is timed (usually 1-2 hours), and must be completed.* See above for extenuating circumstances.

Missed Assignments and Exams

Please contact me (before the assignment or exam, if possible).

Important Academic Dates (Semester dependent)

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [here](#)

HMCD 326 Emerging Health Care Issues of the 21st Century
Term XXXX, *Tentative* Schedule

Week	Date	Topic	Assignment / Readings
1		Introduction (Class syllabus, class introductions and introduction to Emerging Health Care Issues of the 21 st Century) *LO1, LO2, LO3	DB and Quiz 1 (syllabus scavenger hunt) Schneider text: Chaps 1-3 Additional readings are in the Content folder on Blackboard
2		Epidemiology: role in emerging healthcare issues LO2, LO3	Quiz Schneider text: Chaps 4-8 Additional readings are in the Content folder
3		Infectious Disease / HIV LO3, LO4	DB Schneider text: Chaps 9-10 Case Studies text: Cases: 1,3,11 and 21 Additional readings are in the Content folder
4		Chronic Disease LO3, LO4	Quiz Schneider text: Chap. 11 Case Studies text: Cases: 4,5,13 and 17 Additional readings are in the Content folder
5		Genetic Disease and searching the literature LO3, LO4, LO5	DB Schneider text: Chap. 12 Additional readings are in the Content folder
6		Food and Waterborne Illness LO3, LO4	Quiz Schneider text: Chap. 24 Case Studies text: Cases: 7 and 16 Additional readings are in the Content folder
7		Midterm Paper / Project LO5, LO6	paper/project due
8		Tobacco, Diet and Physical Inactivity LO3, LO4	DB Schneider text: Chaps 13-16 Case Studies text: Cases: 9,10 and 18 Additional readings are in the Content folder
March 14 SPRING BREAK – NO CLASS			
10		Injuries LO3, LO4	Quiz Schneider text: Chap. 17 Additional readings are in the Content folder
11		Environment (air, water, over-population, garbage) LO3, LO4	DB and Quiz Schneider text: Chaps 20-23 and 25 Case Studies text: Cases: 7,14 and 16

			Additional readings are in the Content folder
12		Mental Health and Aging LO3, LO4, LO6	Quiz Schneider text: Chaps 19 and 20 Case Studies text: Cases: 8 and 20 Additional readings are in the Content folder
13		Emergency Preparedness LO3, LO4, LO6	DB and Quiz Schneider text: Chaps 30 Additional readings are in the Content folder
14		Final paper / Project LO5, LO6	paper/project due
15		Medical Care System (Health Reform) LO6	Quiz Schneider text: Chaps 26-28 Additional readings are in the Content folder
16		Last day of class	

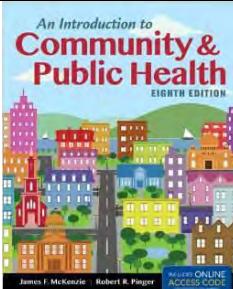
* LO= Learning Objective



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HEALTH PROFESSIONS

Department of
Public Health Sciences

Syllabus	HMCD 330 – Community Health & Development Fall Semester – CRN 12324
Professor Information	Nikki Keene Woods, PhD, MPH, MA Department of Public Health Sciences Office: 135c AH Phone: 316-978-3060 Email: nikki.keenewoods@wichita.edu (best contact method) In-Person and Virtual Office Hours: Tuesday from 1-3 PM and by appointment
Graduate Teaching Assistant Information	Lamin Barrow In-Person and Virtual Office Hours: Wednesday from 9-11 AM and by appointment Email: libarrow@wichita.edu
How to Use this Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If any changes are made to the course they will be posted on blackboard and emailed to students.
Required Readings	 <p>McKenzie, James, Robert Pinger and Jerome Kotechki. 2008. <i>An Introduction to Community Health</i>. 8th Ed., Boston: Jones & Bartlett. ISBN: 978-1284036596</p> <p>Relevant readings and web searches may be assigned to supplement these resources and will be available through Blackboard</p>
Course Description	Introduces concepts, theories and methods used to understand the social determinants of health as well as organizational and system responses to health disparities and community resource needs. Examines the meaning of the key terms health, community, community building, and community development within historical and contemporary perspectives. Students learn the distinction between community health and healthy communities and the importance of starting with such questions as whose community, whose health and for whose benefit. Students review several approaches for identifying community needs, including the use of secondary data sources, interview methods, focus groups and surveys. Finally, students examine the role of creative leadership in providing the link between knowledge

	about the community and effective social change. Course includes diversity content.		
PHS Department Mission	To prepare leaders to work effectively across the lifespan among diverse populations in an interprofessional health system.		
Course Learning Outcomes	<p>Pay careful attention to the objectives at the beginning of each assigned chapter in your text, as they are all pertinent. Upon completion of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Accurately define terms related to community health 2. Explain the need for organizing to improve community health 3. Describe major methods used in assessing community needs 4. Explain the concepts of diversity, cultural sensitivity, and cultural and linguistic competence 5. Describe major approaches to poverty research 6. Analyze the importance of authentic partnerships and organizational collaboration in community building 7. Identify limitations related to collecting community health data 8. Explain the benefits of finding and mobilizing a community's assets 9. Explain the relationship between data gathering, policy making and sustainable community improvement 10. Describe major determinants of health at the personal and community level 11. Cite appropriate examples of organizing activities at the local, state, national and international levels 12. Explain the importance of community health strategies for improving the health of various age groups 13. Define service-learning and describe the benefits 		
Course Format	This course is an ONLINE course. The online structure may include: lecture, discussion, seminar discussion/presentations, individual/group assignments, and additional formats consistent in meeting the course objectives. See the course schedule below for more details and dates.		
Course Assignments	<p>Grades will be based on the successful completion of 4 course assignments areas:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="text-align: center; padding: 5px;">COURSE ASSIGNMENTS</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> 1. Active Course Participation [18 points] <p>Each week we will complete online activities and assignments. Activities are designed to enhance course objectives. Your active online participation in course is crucial to course success.</p> <p>Course Modules may conclude with a class-wide discussion of the material presented in your textbook, readings and required supplementary materials. There will be one introduction discussion board and four (4) curriculum discussion boards. Required discussion questions and responses will be submitted through a Blackboard discussion board (2 points for introduction post, 2 points for each discussion question, and 1 point for each response (2 responses required on each discussion board) for 18 points total).</p> <p>Students are required to write an original 150 word minimum discussion question response and two responses to other student posts for each Discussion board. Discussion question entries may incorporate original thought, opinion and reference to personal experience, but must incorporate scholarly materials and reference to required reading</p> </td> </tr> </tbody> </table>	COURSE ASSIGNMENTS	1. Active Course Participation [18 points] <p>Each week we will complete online activities and assignments. Activities are designed to enhance course objectives. Your active online participation in course is crucial to course success.</p> <p>Course Modules may conclude with a class-wide discussion of the material presented in your textbook, readings and required supplementary materials. There will be one introduction discussion board and four (4) curriculum discussion boards. Required discussion questions and responses will be submitted through a Blackboard discussion board (2 points for introduction post, 2 points for each discussion question, and 1 point for each response (2 responses required on each discussion board) for 18 points total).</p> <p>Students are required to write an original 150 word minimum discussion question response and two responses to other student posts for each Discussion board. Discussion question entries may incorporate original thought, opinion and reference to personal experience, but must incorporate scholarly materials and reference to required reading</p>
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content. The required format to respond may vary from the 150 word post (e.g., some discussions may include video, pictures, web links, etc). Due to class size, students will join discussion groups for all discussions.

NOTE: discussion board participation points cannot be made up. Students will respond to two discussion questions posted by other students, the instructor or teaching assistant for each module. **You must complete all required course readings to actively participate.**

2. Module Quizzes

[32 points]

Most of the quiz questions will come directly from the assigned chapter in your textbook. Quizzes will be administered via blackboard. There will be 8 total module quizzes at 4 points each. **Your first quiz is over the course syllabus.**

NOTE: late assignments will not be accepted under any circumstances. Review the course schedule below and keep track of due dates.

3. Course Exams

[30 points]

There will be three (3) course exams throughout the semester. Students will complete the exams online. Each exam will be open for one week. These one-hour timed exams with students receiving only one opportunity for completion once the exam is launched (you will not be able to exit and re-enter the process). Exams will cover content from the previous modules (including course readings and lectures) and may consist of short answer, multiple choice, and short essay questions.

It is expected that all students independently complete reviews and engage in the utmost academic integrity in doing so. Students will be required to agree to an academic integrity policy in order to access exams and will be held accountable to standards as defined in the stated policy. Failure to adhere to the policy will result in expulsion from the course and a letter grade of "F" for the term. Exams will be confidential and available only for instructor viewing.

4. Service-Learning Project

[20 points]

Drawing specifically from the material covered in the course, you will participate in one community service project.

Please select an opportunity and register on blackboard ASAP. You will critically review and summarize your observations in relation to course content and readings. You will compile your findings into a final report including reflections. A specific grading rubric will be provided for this assignment – see blackboard "Service-Learning Project" tab.

Course Total

100 points

Grades will be posted to Blackboard and shall be based on the following +/- point scale:

GRADING SCALE

	<table border="1"> <tr><td>93 – 100 = A</td><td>Excellent Performance</td></tr> <tr><td>90 – 92 = A-</td><td></td></tr> <tr><td>87 – 89 = B+</td><td>Good Performance</td></tr> <tr><td>83 – 86 = B</td><td></td></tr> <tr><td>80 – 82 = B-</td><td></td></tr> <tr><td>77 – 79 = C+</td><td>Satisfactory Performance</td></tr> <tr><td>73 – 76 = C</td><td></td></tr> <tr><td>70 – 72 = C-</td><td></td></tr> <tr><td>67 – 69 = D+</td><td>Unsatisfactory Performance</td></tr> <tr><td>63 – 66 = D</td><td></td></tr> <tr><td>60 – 62 = D-</td><td></td></tr> <tr><td>< 59 = F</td><td>Failing Performance</td></tr> </table>	93 – 100 = A	Excellent Performance	90 – 92 = A-		87 – 89 = B+	Good Performance	83 – 86 = B		80 – 82 = B-		77 – 79 = C+	Satisfactory Performance	73 – 76 = C		70 – 72 = C-		67 – 69 = D+	Unsatisfactory Performance	63 – 66 = D		60 – 62 = D-		< 59 = F	Failing Performance
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Participation and Conduct	<p>To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to directly visit with me via email, request online office hours or set a time to see me in person.</p> <p>Students additionally are expected to adhere to the following behaviors due to the online-only format of this course:</p> <ul style="list-style-type: none"> • Use of the WSU email address account - students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact WSU One Stop at 978-1787. • Sign all email correspondences with both first and last name. • Write “HMCD 330” in the subject line of all email correspondences. • Expect up to a 24 hour delay for response to email correspondences that conform to the above mentioned expectations • Adherence to general netiquette standards (see The Core Rules of Netiquette) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind <i>may</i> receive expulsion and an automatic F for the course. • Include your first and last name on all assignments (on the paper itself). • Turn in all written assignments with the following file name format: YourName.name of assignment (for example: NikkiKeene.Interview). • Proper parenthetical citation is expected as necessary. • Attach any files as a document in MSWord format. • Report technical difficulty immediately so that we may work to resolve the issue promptly. • Don't panic if the Blackboard system is down. Contact your instructor only after you first have called the WSU One Stop for assistance. • Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required. 																								

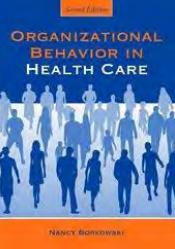
	<ul style="list-style-type: none"> Stay on task. Student lack of planning does not constitute an emergency for the instructor.
Assignment Completion & Late Work	<ul style="list-style-type: none"> Late work is not accepted; contact the course instructor only if the reason(s) for missing a due date were unforeseeable (e.g., natural disaster). All assignments must be completed to pass the course, regardless of points earned. For example, if you earn 93 points in the class but did not participate in a Module discussion board – you will receive an “F” for the semester (unless you went back and completed the missing assignment). Extra credit is not typically available.
Required Statements	
Academic Sources & Plagiarism	<p>This class requires students to find information sources for a speech, research paper, or project. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Encyclopedia articles are acceptable only for background information, and are not to be cited in your paper. University Libraries offers a large number of appropriate sources. Find indexes to journal, newspaper, and encyclopedia articles at the “Journal Articles” tab listed under the “by title” or “by subject” links. Librarians are available to assist students selecting and locating appropriate sources. Find a librarian at the Reference Desk at Ablah Library, by phone at 316-978-3584, and through the instant message widget found on the library homepage.</p> <p>Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of “F” for the course. Students are responsible for knowing and the Student Code of Conduct and the Student Academic Honesty policy.</p> <p><u>Anyone who plagiarizes automatically fails the assignment</u> and at the discretion of the instructor may fail the course, and there is an option to inform the Office Dean of Students of the reason for the failing grade. See course general expectations on Blackboard related to plagiarism.</p>
Student Disability Services	<p>If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>
Student Counseling & Testing Center	<p>The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p>
Definition and	Success in this 3 hour credit course is based on the expectation that students will spend, for each unit of credit, a

Assignment of Credit Hours	minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.
Copyright Notice	Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Recording or copying of any materials without the explicit consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
WSU Intellectual Property	Wichita State University students are subject to Board of Regents and University policies regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.
WSU Diversity and Inclusive Policy	Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.
Shocker Alert System	Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up here .
Student Health Services	WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see here .
Heskett Center and Campus Recreation	Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see here .
Video and Audio Recording	Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978-3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify

	the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, click here .				
Important Academic Dates	For Fall semester 2016, classes begin August 22 nd , 2016, and end December 8 th , 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is November 1 st , 2016. There are no classes during Fall Break (October 15 th -18 th , 2016) and Thanksgiving Break (November 23 rd -27 th , 2016). The final exam period is December 10 th -15 th , 2016.				
Course Schedule	Course Schedule				
	Module	Due Date	Topic	Assignments	Learning Outcome
	1	8/28	Introduction to the Course and Overview of Community Health	<input type="checkbox"/> Read syllabus and course expectations <input type="checkbox"/> Introduction Discussion <input type="checkbox"/> Syllabus Quiz	
	2	9/4	Ch. 1 Community and Public Health: Yesterday, Today, and Tomorrow Ch. 2 Organizations	<input type="checkbox"/> Quiz <input type="checkbox"/> Select Service-Learning opportunity	1 , 2, 6
	3	9/11	Ch. 5 Community Organization/Building and Health Promotion Programming Ch. 6 School Health Programs	<input type="checkbox"/> Quiz <input type="checkbox"/> Module Discussion	3
	4	9/18	Exam 1	<input type="checkbox"/> Exam 1	1,2,3,6
	5	9/25	Ch. 7 Maternal, Infant, & Child Health Ch. 8 Adolescents, Young Adults, and Adults	<input type="checkbox"/> Quiz	10
	6	10/2	Ch. 9 Elders	<input type="checkbox"/> Module Discussion	
	7	10/9	Ch. 10 Community and Public Health: Racial/Ethnic Populations	<input type="checkbox"/> Quiz	4, 5, 8, 10
		10/15-10/18	Fall Break		
	8	10/23	Exam 2	<input type="checkbox"/> Exam 2	4, 5, 8, 10
	9	10/30	Ch.11 Community Mental Health	<input type="checkbox"/> Quiz	10
	10	11/7	Ch.12 ATOD and Faith-based Community	<input type="checkbox"/> Module Discussion	
	11	11/14	Ch. 13 Health Care Delivery in the U.S.	<input type="checkbox"/> Quiz	6, 7
	12	11/20	Ch.14 Community and Public Health & Environment	<input type="checkbox"/> Module Discussion	
	13	11/27	Ch.15 Injuries	<input type="checkbox"/> Quiz	6, 7, 8, 9, 10, 12

	14	12/4	Ch.16 Safety in Workplace	<input type="checkbox"/> Service-Learning Report	13
	15	12/12	Exam 3 (noncumulative exam)	<input type="checkbox"/> Exam 3 <input type="checkbox"/> Review grades on blackboard	6, 7, 8, 9, 10, 12, 13
Required Readings	Other readings may be required in addition to the course text. Each reading will be posted on blackboard under the corresponding Module.				



Syllabus	HMCD 333 – Organizational Behavior and Leadership in Health Services Summer Precession 2016 -- CRN 32693
Instructor Information	<p>Instructor: Amy Drassen Ham, PhD, MPH Department: Public Health Sciences Office: 135B AH In-Person Summer Office Hours: by appointment only Synchronous online chat available by request email: amy.ham@wichita.edu (email is the best way to reach me)</p>
How to Use This Syllabus	<p>This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes made to this course will be communicated through the WSU Blackboard system and/or announced at in-person class sessions.</p>
Required Readings	 <p><i>Organizational Behavior, Theory and Design in Health Care</i> by Nancy Borkowski ISBN-13: 978-1-284-05088-2 Selected readings available as external links and files through Blackboard</p> <p>PowerPoint textbook chapter overviews are available as supplementary content through the Syllabus button found on the left sidebar of the course Blackboard site. <i>Supplementary content is optional</i> for extended learning, not a required assignment and does not replace required readings. Student must read all assigned chapters from the required textbook. The PowerPoint overviews will not provide students with necessary information to successfully complete this course.</p>
Course Description	<p>This course is designed to familiarize students with the classic themes and perspectives from the field of organizational behavior. The course emphasizes the application of this material to leadership in health care through lecture, group and individual examination of the literature, analysis of case studies, and personal assessment.</p>
Learning	<p>Through the format and content of this course, students will be able to:</p>



Outcomes	<p>LO 1 Compare and contrast the themes and perspectives of organizational behavior theory LO 2 Evaluate themes for the development of quality leadership LO 3 Identify methods for integrating good leadership and good management LO 4 Assess personal leadership strengths and weaknesses LO 5 Define opportunities for leadership development LO 6 Assess complex health leadership ethics scenarios LO 7 Apply the standards of goal setting theory LO 8 Apply class content to personal leader experience LO 9 Apply class content to the field of health care LO 10 Communicate effectively though an online format</p> <p>Each Course Objective is connected to a specific, measurable learning outcome in this course. Students will find reference to Course Objectives met by each assignment within the course modules on Blackboard.</p>				
Public Health Sciences HSMCD & HS Learning Outcomes	<p>The Department of Public Health Sciences established the following five learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 333 course content targets outcomes three, four and five below:</p> <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments				
Definition of Credit Hours	<p>Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week involves spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture-related materials such as videos, online quizzes, and discussion boards. The remaining hour will be spent completing other out-of-class assignments for a total of 135 hours. Students will spend time working online, participating in asynchronous activities, and other out-of-class work.</p>				
Course Format	<p>This course is laid out through nine modules and grades are organized around one (1) syllabus agreement, eight (8) module reviews, nine (9) module discussions, one (1) online leadership assessment analysis, one (1) health ethics appraisal, one (1) goal setting exercise, and one (1) comprehensive leader analysis. The course grades are based on the following assignments:</p> <table><tr><td>Module reviews</td><td>8 @ 5% = 40% of course grade</td></tr><tr><td>Module discussions</td><td>9 aggregate = 25% of course grade</td></tr></table>	Module reviews	8 @ 5% = 40% of course grade	Module discussions	9 aggregate = 25% of course grade
Module reviews	8 @ 5% = 40% of course grade				
Module discussions	9 aggregate = 25% of course grade				



Leadership assessment analysis	1 @ 5%	= 5% of course grade
Health ethics appraisal	1 @ 5%	= 5% of course grade
Goal-setting exercise	1 @ 10%	= 10% of course grade
Comprehensive leader analysis	1 @ 15%	= 15% of course grade

Please note that each Module has a due date, so be sure to stay on task! Skipping any assignment, regardless of its point value, is not allowed. All assignments must be completed for course fulfillment. Final grades will be posted to Blackboard within one week of the end of class and will be based on the following +/- point scale:

Letter grade	Grade Points	Interpretation
A	4.00	<i>The A range denotes excellent performance.</i>
A-	3.70	
B+	3.30	
B	3.00	<i>The B range denotes good performance.</i>
B-	2.70	
C+	2.30	
C	2.00	<i>The C range denotes satisfactory</i>
C-	1.70	
D+	1.30	
D	1.00	<i>The D range denotes unsatisfactory performance.</i>
D-	0.70	
F	0.00	<i>F denotes failing performance.</i>

Important Academic Dates	May 23 (Monday) First day of classes for summer presession courses. Late registration for summer presession courses. Last day to add a presession course. Last day to drop a course and not have it appear on your record. May 24 (Tuesday) Last day to change your enrollment in a course from “credit” to “audit.”
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	<p>May 25 (Wednesday) Senior citizen registration for presession courses only</p> <p>May 30 (Monday) Memorial Day HOLIDAY - University CLOSED</p> <p>May 31 (Tuesday) Last day to drop a 2-Week presession class with a "W."*</p> <p>Beginning June 2 Excess financial aid deposited to students' bank (Thursday) accounts if you have entered your account information into your Student Account Suite.</p> <p>June 2 (Thursday) Checks for excess financial aid mailed. DOES WSU HAVE YOUR CORRECT ADDRESS?</p> <p>June 4 (Saturday) Last day of classes. Final examinations, at the discretion of the instructor.</p> <p>June 8 (Wednesday) LAST DAY FOR REGISTERED STUDENTS TO MAKE PAYMENT ARRANGEMENTS before late fees are placed on those accounts without payment arrangements.</p> <p>See refund policies at www.wichita.edu/refund</p>
Course Organization	<p>This course is organized around nine modules. Students may self-pace through this course, but MUST make sure all module requirements are completed by the dates specified in the syllabus schedule. Additionally, students MUST complete ALL content from each module before moving onto the next module.</p> <p>Each module is set up to help you easily navigate its content. Begin by reviewing the module Objectives and Assignments list. This will serve as the roadmap for completing all tasks required in the module. Assignments are placed in each module in a logical order for completion and I recommend you do each assignment as it is ordered. Please keep in mind that you may enter and exit the module as necessary, but STUDENTS MUST NOT launch module reviews until all readings and assignments are completed for the module, otherwise you may not be prepared to successfully complete the review. Once all assignments are completed in a module, feel free to move on to the next module as soon as you like.</p>
Personal Introduction	<p>Each student is expected to post a personal introduction for the first class module. At minimum, please share the following in your introduction:</p> <ul style="list-style-type: none">• First and last name• Areas of interest• Current profession



- What type of career you wish to pursue in the future
- Something interesting about yourself
- Photos (optional)

Personal introductions will be available for class-wide viewing.

	<ul style="list-style-type: none">• What type of career you wish to pursue in the future• Something interesting about yourself• Photos (optional) <p>Personal introductions will be available for class-wide viewing.</p>
Syllabus Agreement	<p>Students are expected to complete an online activity confirming receipt of the course syllabus. <i>The purpose of the Syllabus Agreement is to assure students have read, understand and will comply with course expectations for HMCD 333 Organizational Leadership and Behavior in Health Services.</i> The syllabus agreement must be completed by the due date for Module 2 or students will not be allowed to progress farther in the course.</p>
Module Reviews	<p>Students are expected to complete a learning review for modules two through nine. <i>The purpose of the Review is to assess student knowledge from multiple sources of course content</i> (this assignment meets Course Objective 1). These one-hour timed reviews are online-based with students receiving only one opportunity for completion once the review is launched (therefore, please be prepared when you begin your review as you will not be able to exit and re-enter the process). Module reviews may cover ANY content from the module and may consist of short answer, multiple choice, and short essay questions.</p> <p>It is expected that all students independently complete reviews and engage in the utmost academic integrity in doing so. Students will be required to agree to an academic integrity policy in order to access reviews and will be held accountable to standards as defined in the stated policy. Failure to adhere to the policy will result in expulsion from the course and a letter grade of "F" for the term. For whatever reason students choose to miss a review, a make-up <i>may</i> be granted at the instructor's discretion with choice of format. Retakes of reviews, for any reason included technology failures, will be proctored by the WSU Counseling and Testing Center for a fee of \$10.</p>
Module Discussions	<p>All modules include students posting answers to a question or set of questions provided by the instructor through the use of the Discussion Board. <i>The purpose of the Discussion Board assignment is for students to evaluate themes for the development of quality leadership skills, methods for integrating good leadership and good management, and the application of course content to the field of health care</i> (this assignment meets Course Objectives 2, 3, 9, & 10). Required discussion responses are to be a minimum of 150 words. Discussion postings may incorporate original thought, opinion and reference to personal experience, but additionally must incorporate scholarly materials and reference to required reading content (see grading rubric below).</p> <p>Module discussions will be reviewed by the instructor, every day, but will receive only a single, aggregate grade at the end of the term. The instructor will use the star-rating system in Blackboard to indicate which discussion postings are setting the standard for the class. Additionally, the instructor will individually contact students who are not meeting expectations (see rubric below) for further instruction, before the end of the grading term. Assignments will be evaluated using the following rubric.</p>



	Dimension	Exceeds Expectations Full credit (22 – 25 points)	Meets Expectations Partial credit (8 – 21 points)	Does Not Meet Expectations No credit (0 – 7 points)
Organization	First statement/sentence clearly indicates the topic discussed	First sentence partially indicates the topic discussed	Unable to discern the topic discussed	
	Logical sequence	Mostly logical sequence	Illogical sequence	
	Thoughtful conclusions	Conclusions misses a point	No discernable ending	
Content	All elements addressed with inclusion of course readings or at least one scholarly source of support	One key area undeveloped	Poorly developed	
	Substantive, with thoughtful conclusions	Minimally includes course readings or scholarly sources for support Conclusions miss a point	Only states, “I agree”, “Yes”, “No” or something similar Does not include any scholarly source for support No discernable ending	
Word Choice	Descriptive	Mostly descriptive	Lacks precision	
	Creates clarity	Generally adds to cohesion	Detracts from central ideas	
Grammar/Spelling	Correct grammar/spelling	Few grammar/spelling errors	Many errors	
	Complete sentences	Occasional incomplete sentence		
		Slows reading		
Timeliness	On time	On time	Late	



Personal Leadership Assessment & Analysis (Module #1)	<p>Students will complete a two page online leadership assessment and analysis as assigned during the introductory module. <i>The purpose of the online personal leadership assessment is to help students identify their leadership style.</i> After completing the assessment, students then will write a short analysis of their leadership style as defined through the online assessment. <i>The purpose of the analysis is for students to self-evaluate their current leadership style and capacity and to define opportunities for personal growth</i> (this assignment meets Course Objectives 4 & 5). When analyzing the assessment, students should reflect and comment on their feelings about the outcome of the online assessment, what they feel are their strongest leadership traits, and which leadership traits, skills, or abilities they hope to strengthen over the course of their degree program. Assignment will be evaluated using the following rubric and will be uploaded to Blackboard through Module #1.</p> <table border="1"><thead><tr><th>Dimension</th><th>Exceeds Expectations Full Credit (5 points)</th><th>Meets Expectations Partial Credit (3-4 points)</th><th>Does Not Meet Expectations Limited Credit (0-2 point)</th></tr></thead><tbody><tr><td>Organization</td><td>First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions</td><td>First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point</td><td>Unable to discern the topic discussed Illogical sequence No discernable ending</td></tr><tr><td>Content</td><td>Solid reflections on strengths and weaknesses Written with consistently rich detail of the experience Substantive, with thoughtful conclusions about traits skills and abilities for improvement</td><td>One key area undeveloped Minimally includes reflections Written with detail of the experience Conclusions miss a point</td><td>Poorly developed Does not include any self-evaluation No discernable ending</td></tr><tr><td>Mechanics</td><td>Correct grammar and spelling Complete sentences</td><td>Few grammar or spelling errors Occasional incomplete sentences Slows reading</td><td>Many errors</td></tr><tr><td>Timeliness</td><td>On time</td><td>On time</td><td>Late</td></tr></tbody></table>				Dimension	Exceeds Expectations Full Credit (5 points)	Meets Expectations Partial Credit (3-4 points)	Does Not Meet Expectations Limited Credit (0-2 point)	Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending	Content	Solid reflections on strengths and weaknesses Written with consistently rich detail of the experience Substantive, with thoughtful conclusions about traits skills and abilities for improvement	One key area undeveloped Minimally includes reflections Written with detail of the experience Conclusions miss a point	Poorly developed Does not include any self-evaluation No discernable ending	Mechanics	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors	Timeliness	On time	On time	Late
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Health Ethics	Students will complete a two page health ethics appraisal. <i>The purpose of the health ethics appraisal is to expose students to the</i>																							



Appraisal (Module #4)	<p><i>complexity of issues that leaders must address in health services settings and to allow students the opportunity to evaluate and develop potential suggestions for dealing with a complex issue</i> (this assignment meets Course Objective 6). Students will read three health ethics case (titled “Three Vexing Cases”) studies from which they will choose one to further develop by proposing a set of solutions to the health system challenge. Students must focus on the ethical issues of concern, provide comment about their personal reaction to the issues, and make recommendations as to how the organization should proceed to create a solution or closure to the case. Please support your responses with clearly stated rationale. Assignment will be evaluated using the following rubric and will be uploaded through Blackboard Module #4.</p> <table border="1"><thead><tr><th data-bbox="283 491 587 572">Dimension</th><th data-bbox="587 491 1009 572">Exceeds Expectations Full Credit (5 points)</th><th data-bbox="1009 491 1586 572">Meets Expectations Partial Credit (3-4 points)</th><th data-bbox="1586 491 2050 572">Does Not Meet Expectations Limited Credit (0-2 point)</th></tr></thead><tbody><tr><td data-bbox="283 572 587 763">Organization</td><td data-bbox="587 572 1009 763"><p>First statement clearly indicates the topic discussed</p><p>Logical sequence</p><p>Thoughtful conclusions</p></td><td data-bbox="1009 572 1586 763"><p>First sentence partially indicates the topic discussed</p><p>Mostly logical sequence</p><p>Conclusions misses a point</p></td><td data-bbox="1586 572 2050 763"><p>Unable to discern the topic discussed</p><p>Illogical sequence</p><p>No discernable ending</p></td></tr><tr><td data-bbox="283 763 587 997">Content</td><td data-bbox="587 763 1009 997"><p>Solid focus on ethical issues</p><p>Written with consistently rich detail of the experience</p><p>Substantive, with thoughtful recommendations</p></td><td data-bbox="1009 763 1586 997"><p>One key area undeveloped</p><p>Minimally includes recommendations</p><p>Written with detail of the experience</p><p>Conclusions miss a point</p></td><td data-bbox="1586 763 2050 997"><p>Poorly developed</p><p>Does not include recommendations</p><p>No discernable ending</p></td></tr><tr><td data-bbox="283 997 587 1176">Mechanics</td><td data-bbox="587 997 1009 1176"><p>Correct grammar and spelling</p><p>Complete sentences</p></td><td data-bbox="1009 997 1586 1176"><p>Few grammar or spelling errors</p><p>Occasional incomplete sentences</p><p>Slows reading</p></td><td data-bbox="1586 997 2050 1176">Many errors</td></tr><tr><td data-bbox="283 1176 587 1225">Timeliness</td><td data-bbox="587 1176 1009 1225">On time</td><td data-bbox="1009 1176 1586 1225">On time</td><td data-bbox="1586 1176 2050 1225">Late</td></tr></tbody></table>	Dimension	Exceeds Expectations Full Credit (5 points)	Meets Expectations Partial Credit (3-4 points)	Does Not Meet Expectations Limited Credit (0-2 point)	Organization	<p>First statement clearly indicates the topic discussed</p> <p>Logical sequence</p> <p>Thoughtful conclusions</p>	<p>First sentence partially indicates the topic discussed</p> <p>Mostly logical sequence</p> <p>Conclusions misses a point</p>	<p>Unable to discern the topic discussed</p> <p>Illogical sequence</p> <p>No discernable ending</p>	Content	<p>Solid focus on ethical issues</p> <p>Written with consistently rich detail of the experience</p> <p>Substantive, with thoughtful recommendations</p>	<p>One key area undeveloped</p> <p>Minimally includes recommendations</p> <p>Written with detail of the experience</p> <p>Conclusions miss a point</p>	<p>Poorly developed</p> <p>Does not include recommendations</p> <p>No discernable ending</p>	Mechanics	<p>Correct grammar and spelling</p> <p>Complete sentences</p>	<p>Few grammar or spelling errors</p> <p>Occasional incomplete sentences</p> <p>Slows reading</p>	Many errors	Timeliness	On time	On time	Late
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Timeliness	On time	On time	Late																		
Goal Setting Exercise (Module #7)	Students will demonstrate their understanding of goal theory by completing a four page goal setting exercise. <i>The purpose of the goal setting exercise is to practice applying the standards of goal setting to a desired outcome</i> (this assignment meets Course Objective 7). Students should select a goal they wish to achieve or accomplish in their personal lives and then describe how to directly apply each variable of goal theory to achieving the goal. Assignment will be evaluated using the following rubric and will be uploaded through																				



Blackboard Module #7.

Dimension	Exceeds Expectations Full Credit (9-10 points)	Meets Expectations Partial Credit (4-8 points)	Does Not Meet Expectations Limited Credit (0-3 point)
Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending
Content	Explicit application of goal theory Written with consistently rich detail Substantive, with thoughtful conclusions about how to achieve selected goal	One key area of goal theory undeveloped Written with detail of the experience Conclusions miss a point	Poorly developed Does not include any reference to theory No discernable ending
Mechanics	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors
Timeliness	On time	On time	Late

Comprehensive Leader Analysis (Module #9)	Students will complete a seven page comprehensive leader analysis. <i>The purpose of the leader analysis is to allow students to demonstrate their understanding and application of the course content to a personal leadership experience</i> (this assignment meets Course Objective 8). Students are to select an scenario in which they experienced great leadership to provide a narrative overview of the leadership scenario, describe what made the scenario an example of great leadership by providing explicit support of specific course content and theory (with citations) . Course readings and content must be cited for favorable grades. Assignment will be evaluated using the following rubric and will be uploaded through Blackboard Module #9.
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	Dimension	Exceeds Expectations Full Credit (13-15 points)	Meets Expectations Partial Credit (6 – 12 points)	Does Not Meet Expectations Limited Credit (0 – 5 points)
Depth of Analysis		<p>Paper goes beyond or fully meets the parameters of the assignment. Thoughtful, insightful, original and often exceeds expectations</p> <p>Paper demonstrates a solid grasp of leadership principles and ability to apply these principles</p>	<p>Paper does not address some aspects of the assignment. Occasionally lacking in insight and originality</p> <p>Paper demonstrates a occasionally shaky grasp of leadership principles</p>	<p>Paper does not address the assignment and lacks insight and originality</p> <p>Paper is inconsistent with leadership principles</p>
Grasp of Leadership		<p>Paper represents the arguments, evidence and conclusions accurately</p> <p>Demonstrates a firm understanding of the text and other course content</p>	<p>Paper represents arguments, evidence and conclusions accurately though not sufficiently clearly</p> <p>Contains minor inaccuracies or lack of understanding of text and other course content</p>	<p>Paper badly misrepresents text and other course content</p>
Concept		<p>Clearly identifies central themes of leadership</p> <p>Gives the reader a good sense of the nature of evidence</p> <p>Good organizational structure</p>	<p>Identifies central themes, though not stated sufficiently clearly</p> <p>Does not guide the reader through the body of the paper</p>	<p>Does not have a discernable central concept</p>
Evidence		<p>Leadership scenario used to support the central point is well chosen, rich and detailed</p>	<p>Connection between scenario evidence is not consistently articulated in all cases</p>	<p>Leadership scenario does not clearly support the central point</p> <p>No evidence or application of</p>



		<p>The connection between the examples and leadership theory are clearly articulated</p> <p>Evidence is well cited and supported by multiple (more than five) references</p>	<p>Examples and application of leadership theory is cursory or the evidence is not convincing</p> <p>Evidence is mostly cited and supported by some (fewer than five) references</p>	<p>theory</p> <p>Limited or no citations provided</p>
	Organization	<p>Organization of paper as a whole is logical and apparent</p> <p>Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively</p> <p>In all cases, the paragraph's point is expressed in a clear topic sentence</p>	<p>Organization of the paper as a whole is mostly smooth but occasionally can only be discerned with effort</p> <p>Most parts of the paper are effectively integrated</p> <p>In a number of paragraphs, there is a distinct or coherent point</p> <p>Topic sentences are mostly clear in a number of paragraphs</p> <p>Some paragraphs do not connect logically</p>	<p>Organization of the paper as a whole is not logical or discernable</p>
	Clarity	<p>Paper is for the most part precisely worded and unambiguous</p> <p>Sentence structure is clear</p> <p>Citations and quotations are framed effectively in the text</p>	<p>Wording occasionally is imprecise or ambiguous</p> <p>Sentence structure is mostly clear</p> <p>Citations and quotations are mostly framed effectively in the text</p>	<p>Throughout the paper, wording is imprecise or ambiguous</p> <p>Sentence structure is consistently confusing</p>



	Conclusion	Synthesizes and brings closure to key points analysis	Restates the same points as the review without reframing them Introduces new material	Is missing or cursory
	Mechanics	The paper is clean and well formatted There are few, minor spelling or grammatical errors Citations all are properly attributed and cited	There are some spelling and grammatical errors In a few places, quotes are not attributed and cited	Paper is unacceptably sloppy Content is frequently not attributed or improperly cited
	Timeliness	On time	On time	Late
	Technology	This is an online only Blackboard course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend's computer, one at work, one at public library or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails and posting assignments. The Blackboard system also will be used for the delivery of all course materials, to administer reviews, and to post all discussions.		
Participation and Conduct	<p>Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the wichita.edu system. Sign all email correspondences with both first and last name.• Write "HMCD 333" in the subject line of all email correspondences.• Expect up to an eight hour delay for response to email correspondences that conform to the above mentioned expectations.• Adherence to general netiquette standards (see The Core Rules of Netiquette) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind may receive expulsion and an automatic F			



- for the course.
- Write your first and last name on all assignments (on the paper itself).
 - Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).
 - Proper [parenthetical in-text citation](#) in standardized formats is expected as necessary – see [OWL](#) for an online, comprehensive and update source for citation.
 - Attach any files as a document in MSWord format.
 - If the Blackboard system is down, contact your instructor only after you first have contacted [WSU OneStop](#).
 - Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
 - Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.
 - Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
 - Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).
 - Use the Shocker Alert System to be contacted by WSU through email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Disability Services	<p>Recording devices are not allowed. If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>
Counseling and	The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and



Testing	offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.		
Intellectual Property and Copyright Notice	<p>Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.</p> <p>Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are copyrighted and may not be used without permission. Video and audio recording of lectures without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings and lecture materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.</p>		
Course Schedule	Module	Topic & Objectives	Assignments & Corresponding Learning Outcomes (LO)
	Module #1 Due May 23	<p>Course Introduction and Overview</p> <ul style="list-style-type: none">Understand course content and formatAssess personal leadership qualities and experiencesDiscuss the concept of leadership as art or scienceDiscuss the experience of leadership	<ul style="list-style-type: none">Syllabus AgreementPersonal IntroductionModule #1 LectureOnline Leadership AssessmentOnline Leadership Assessment Analysis (LO 4, LO 5)Module #1 Discussion (LO 2, LO 3, LO 9, LO 10)
	Module #2 Due May 24	<p>Leadership and Health Services</p> <ul style="list-style-type: none">Identify dominant health services leadership challenges in the United StatesUnderstand forces reshaping health services organizationsAppreciate need for good leadersDiscuss current issues in health services	<ul style="list-style-type: none">Module #2 LectureTextbook Chapters 1 & 2Reading: "She Walked From El Salvador" by Flores, G. in <u>Health Affairs</u> 24, March/April (2), 2005 pp. 506-510.Film: FRONTLINE – Sick Around AmericaFilm: FRONTLINE – Dollars and DentistsFilm: NOW – Who's Helping Our Wounded Vets?Module #2 Discussion (LO 2, LO 3, LO 9, LO 10)Module #2 Review (LO 1)
	Module #3	History of Organizational Behavior Research and	<ul style="list-style-type: none">Module #3 Lecture



	Due May 25	Theory <ul style="list-style-type: none">• Compare and contrast themes and perspectives of organizational behavior theory• Examine the usefulness of these themes• Discuss how leadership can be measured• Discuss emerging issues in health services	<ul style="list-style-type: none">• Textbook Chapters 8 & 10• Reading: "Uninsured Down More than 11 Million Since Passage of Obama's Health Care Law, CDC Reports" Alonso-Zaldivar, Ricardo. March 2015.• Reading: "The Physician Assistant Will See You" Moran, Barbara. New York Times. August, 2014.• Module #3 Discussion (LO 2, LO 3, LO 9, LO 10)• Module #3 Review (LO 1)
	Module #4 Due May 26	Values and Ethics <ul style="list-style-type: none">• Evaluate issues related to values and ethics as applied in health services settings• Understand relationship between ethics and organizational mission• Discuss what makes a good leader• Discuss values, ethics and the issue of health care disparity	<ul style="list-style-type: none">• Module #4 Lecture• Reading: "Unequal Treatment: What Healthcare Providers Need to Know about Racial and Ethnic Disparities in Healthcare" Institute of Medicine. March, 2002.• Reading: "Three Vexing Cases" Lincourt, John M. in Public Health Leadership and Management. University of North Carolina.• Health Ethics Appraisal (LO 6)• Module #4 Discussion (LO 2, LO 3, LO 9, LO 10)• Module #4 Review (LO 1)
	Module #5 Due May 27	Communication <ul style="list-style-type: none">• Distinguish importance of good communication• Distinguish source of charisma versus rhetorical technique• Appreciate transformational leadership• Discuss the importance of transformational leadership and communication in health services	<ul style="list-style-type: none">• Module #5 Lecture• Textbook Chapters 4 & 11• Reading: "Nonverbal Communication: Do You Really Say What You Mean?" by Preston, P. in Journal of Healthcare Management March/April 50 (2), 2005 pp. 83-86.• Module #5 Discussion (LO 2, LO 3, LO 9, LO 10)• Module #5 Review (LO 1)
	May 30	MEMORIAL DAY	
	Module #6 Due May 31	Motivation	<ul style="list-style-type: none">• Module #6 Lecture



		<ul style="list-style-type: none">• Understand implication of unfulfilled need in organizations• Understand relationship between performance and reward• Examine difference between intrinsic and extrinsic motivation• Discuss fulfillment of employee needs in health services	<ul style="list-style-type: none">• Textbook Chapters 5, 6, & 7• Reading: "Predicting the Effect of Extrinsic and Intrinsic Job Satisfaction Factors on Recruitment and Retention of Rehabilitation Professionals" by Randolph, D.S., et al., <i>in Journal of Healthcare Management</i>, January/February(1), 2005 pp. 49-60.• Reading: "Corporate Counter Culture" by Bisoux, T. in BizEd Reader. Nov/Dec 2004.• Film: NOW – Nurses Needed• Module #6 Discussion (LO 2, LO 3, LO 9, LO 10)• Module #6 Review (LO 1)
	Module #7 Due June 1	<p>Goal Setting and Job Design</p> <ul style="list-style-type: none">• Apply principles of successful goal setting to personal experience• Appraise importance of task accomplishment and job design in health services• Discuss the relationship between good leadership and goal commitment• Discuss task variety and employee satisfaction• Discuss the relationship between employee satisfaction and patient satisfaction	<ul style="list-style-type: none">• Module #7 Lecture• Textbook Chapter 6• Podcast: PBS Newshour – Why Home Care Workers Struggle with Low Wages• Reading: "Hundreds of Hospitals Struggle to improve Patient Satisfaction" Rau, Jordan. Kaiser Health News. March, 2015.• Reading: "Staffing An Intensive Care Unit From Miles Away Has Advantages" Tomsic, Michael. Health Inc. May, 2015.• Goal Setting Exercise (LO 7)• Module #7 Discussion (LO 2, LO 3, LO 9, LO 10)• Module #7 Review (LO 1)
	Module #8 Due June 2	<p>Power and Conflict</p> <ul style="list-style-type: none">• Recognize social bases of power• Interpret powerlessness• Identify ways to strengthen others• Classify positive outcomes of conflict	<ul style="list-style-type: none">• Module #8 Lecture• Textbook Chapters 9, 12 & 14• Reading: "Conflict in Medical Teams: Opportunity or Threat?" Greer, Lindred L; Saygi, Ozum; Aaldering, Hillie; de Dreu, Carsten K W; Medical Education, 2012 Oct; 46 (10): 935-42. Reston, P. (2005,



		<ul style="list-style-type: none">• Discuss conflict in health services	<ul style="list-style-type: none">January/February).• Reading: “The Five Stages of Physician Reaction to Change” by LeTourneau, B. Journal of Healthcare Management 50 (1), 5-7. (2005, January/February).• Film: TED – Dare to Disagree• Module #8 Discussion (LO 2, LO 3, LO 9, LO 10)• Module #8 Review (LO 1)
Module #9 Due June 3	Decision-making and Employee Discipline	<ul style="list-style-type: none">• Define decision making tactics and heuristics• Develop ground rules for matching leadership style with situational demands• Discuss discipline without punishment• Discuss the demands of health leadership• Personalize and apply course content to specific health services issues	<ul style="list-style-type: none">• Module #9 Lecture• Textbook Chapters 13, 15, 16 & 17• Reading: “You Gotta Draw The Line Somewhere” in <u>Health Affairs</u> by P. Haidet and Osorio. May/June (3), 2005 pp. 811-816.• Comprehensive Leader Analysis (LO 8)• Module #9 Discussion (LO 2, LO 3, LO 9, LO 10)• Module #9 Review (LO 1)
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: http://www.wichita.edu/thisis/home/?u=titleixf		
Inclusive Excellence	Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.		



Course Syllabus for:
ORGANIZATIONAL BEHAVIOR AND LEADERSHIP IN HEALTH SERVICES
Department of Public Health Sciences - College of Health Professions
Course Number: HMCD 333 - Online
Spring 2017
Delivered Fully Online at: <http://blackboard.wichita.edu>

Instructor:	Suzanne R. Hawley, PhD, MPH, Professor
Email:	suzanne.hawley@wichita.edu (I typically check my e-mail every day.)
Office Location:	Ahlberg Hall – Room 106F
Telephone:	(316) (7978-6516)
Preferred Method of Contact:	Email
Office Hours:	By appointment
Classroom; Days/Time:	Asynchronous Internet/Blackboard Course

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is **subject to change as the semester evolves.**

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

Course Description

This course is designed to familiarize students with the classic themes and perspectives from the field of organizational behavior. The course emphasizes the application of this material to leadership in health care.

Definition of an Online Credit Hour (IIE)

Success in this 3 credit hour online course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course. A typical week will involve spending approximately 3 hours per unit with 2 of the hours used for completing assigned readings, lecture related materials, and discussion boards. The remaining hour will be spent completing other out-of-class work (e.g. written assignments, exams/papers) for a total of 135 hours.

Issues for Organizational Health Leadership

Health professionals are regularly called upon to exercise leadership. One of the *Core Competencies for Interprofessional Collaborative Practice* is to “Apply leadership practices that support collaborative practice and team effectiveness.” This course explores the principles of adaptive leadership. Students will have opportunities to consider live examples of leadership challenges in health and health care and consider how adaptive leadership principles can drive positive change. Through the text, class discussions, reflective papers, field experiments, and interviews, students will have an opportunity to learn and practice with adaptive leadership principles.

Course Goals and Learning Objectives (LO):

Upon successful completion of this course, students will be able to:

LO#1: Knowledge: *List adaptive leadership principles* in each of the following domains: (1) Diagnose the Situation; (2) Manage Self; (3) Energize Others; (4) Intervene Skillfully; and provide accurate responses to selected questions from readings and pages covered in the textbooks.

LO#2: Comprehension: *Explain* the benefits of learning an adaptive leadership principle in each one of the domains.

LO #3: Application: *Apply* the adaptive leadership principles to your adaptive leadership challenge in the application exercises. Provide appropriate responses to each of the items in the syllabus, including notes related to slides/instructor's communications and questions.

LO#4: Synthesis: *Create* (1) a description of your adaptive leadership challenge and (2) at the end of the course, a summary description of how you would use the adaptive principles in pursuing your adaptive leadership challenge.

Required Text/Readings - Textbook

For the Common Good Participant Handbook; by Ed O'Malley, Julia Fabris McBride and Amy Nichols; Kansas Leadership Center, 2014. ([available at WSU Bookstore & www.watermarkbooks.com](#))

Additional articles will be provided for you throughout the semester.

Optional Textbook

The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World; by Ronald Heifetz, Alexander Grashow, & Marty Linsky; Harvard Business Press; Cambridge Leadership Associates, 2009. ([available at WSU Bookstore](#))

Conduct and Participation

To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Please contact me through email, phone or text message at the contact number above.

Students additionally are expected to adhere to the following behaviors due to the online-only format of this course:

- Use of the WSU email address account. Students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact the WSU Help Desk at 316.978.4357.
- Sign all email correspondences with both first and last name.
- **Write "HMCD 333" in the subject line of all email correspondences.**
- Expect up to a 24 hour delay for response to email correspondences that conform to the above mentioned expectations.
- Adherence to general netiquette standards (see [The Core Rules of Netiquette](#)) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind *may* receive expulsion and an automatic F for the course.
- Write your first and last name on all assignments (within the heading of the paper itself).
- Title all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).
- Proper parenthetical citation is expected as necessary.
- Report technical difficulties immediately so that we may work to resolve the issue promptly.

- Don't panic if the Blackboard system is down. Contact your instructor **only** after you first have called the WSU Help Desk at 316.978.4357 for assistance.
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.). Each case will be individually evaluated and assessed, and the instructor will deem whether alternate action is required.
- Stay on task! It is easy to procrastinate in an online course because you won't be physically in the classroom each week. Don't fall behind and then expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.

This class requires students to find information sources for a speech, research paper, or project. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Encyclopedia articles are acceptable only for background information and are not to be cited in your paper. [University Libraries](#) offers a large number of appropriate sources. Librarians are available to assist students selecting and locating appropriate sources. Find a librarian at the Reference Desk at Ablah Library, by phone at 316.978.3584, and through the instant message widget found on the library homepage.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm

Class Protocol

Since this is an online class, **understanding the expectations of your instructor will determine your success.**

Class protocol is as follows:

1. **Discussion** on the board is an important component of this course. Each week, all students are required to post discussions on the board. If there is more than one Discussion Question, then you need to post and respond for each question. **You must provide 1 post and 2 responses for each question.** Your first post must be a response to the instructor's Discussion Question. This first post must reference the text (quotation, paraphrase and citation, etc.). **This must be done by Friday at 10:00 am CT.** Minimum post length is 200 words.

You must also post a **response 2 additional times during the week, and no later than Monday 10:00 am CT.** You cannot post all on the first day. These (minimum) additional posts must be thoughtful reflections on your colleagues'/classmates' discussion posts. There will be discussions every week. Posts will be graded both for quantity and for quality. It is expected that all students will respect their classmates and posts will be scholarly and civil in nature. Most weeks, the discussion will be part of the "lecture" and therefore it is expected that students will spend at minimum one hour reading and posting at least three times weekly, for a total of three hours.

2. **Lectures:** This course is not primarily lecture-based; however, there will be a few lectures with slides and audio. Video lectures from open sources may also be referenced. Along with your course instructor, you are responsible for your own learning as well as the learning of your classmates
3. **Readings:** There is one required text, an optional text, and several readings for this class. Plan ahead to make time for this.

4. **Assignments:** Several assignments are outlined below. Specifics related to the expectations will be provided at the appropriate time on Blackboard. All assignments are to be double-spaced, in 12 point font, grammatically correct, and on time.
5. **Questions:** Your questions are welcomed and you may reach the instructor by email or phone.
6. **Discussion Board:** Below is a Grading Rubric for the Discussion Board posts:

Dimension	Full credit	Partial credit	No credit
Organization	First statement/sentence clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernible ending
Content	All elements addressed with inclusion of course readings or at least one scholarly source of support Substantive, with thoughtful conclusions	One key area undeveloped Minimally includes course readings or scholarly sources for support Conclusions miss a point	Poorly developed Only states, "I agree", "Yes", "No" or something similar Does not include any scholarly source for support No discernible ending
Word Choice	Descriptive Creates clarity	Mostly descriptive Generally adds to cohesion	Lacks precision Detracts from central ideas
Grammar & Spelling	Correct grammar/spelling Complete sentences	Few grammar/spelling errors Occasional incomplete sentence Slows reading	Many errors
Timeliness	On time	On time	Late

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart (Note: other classes might assign grades differently. Be sure to understand the different grading scales in all of your classes).

Percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
(94-100%)	A	4.00	<i>The A range denotes excellent performance.</i>
(90-93.5%)	A-	3.67	
(88-89.5%)	B+	3.33	
(84-87.5%)	B	3.00	<i>The B range denotes good performance.</i>
(80-83.5%)	B-	2.67	

(78-79.5%)	C+	2.33	
(74-77.5%)	C	2.00	<i>The C range denotes satisfactory performance.</i>
(70-73.5%)	C-	1.67	
(68-69.5%)	D+	1.33	
(64-67.5%)	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
(60-63.5%)	D-	0.67	
(59% and below)	F	0.00	<i>F denotes failing performance.</i>

Assignments

List of assignments and values toward final grades are below. The due dates are in the “Course Outline” document.

1. Weekly Discussion Posts (2-3% each)	60%
3. Weekly Assignments (approx. 5-10% each)	20%
4. Final Paper	20%
TOTAL PERCENTAGE	100%

Notification of relative standing will be given if requested.

Late Assignments

Discussion posts completed after the Monday at the end of the week will receive **zero credit**.

Late assignments related to the adaptive leadership challenge will be given **half credit**.

No late final papers will be accepted.

UNIVERSITY POLICIES

Academic Integrity

Students are responsible for knowing and following the Student Code of Conduct

[Student Code of Conduct](#)

Academic Honesty

Students are expected to practice academic integrity-DO NOT CHEAT

It is the student’s responsibility to know what constitutes “cheating” and “plagiarism”. Consult the Student Code of Conduct (links above). There are consequences for violations of the code, depending on the circumstances (see Academic Conduct, Undergraduate Nursing Student Handbook) However, dismissals from the class or nursing program are possibilities.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see [Intellectual Property](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and

documentation of your disability is confidential and will not be released by DS without your written permission. <http://www.wichita.edu/thisis/home/?u=disserv>
Blackboard is an accessible environment. For more information, go here: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440.

The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500. <http://www.wichita.edu/thisis/home/?u=coutstctr1>

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

Class Cancellation

Class cancellation does not affect online courses.

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see Heskett. <http://www.wichita.edu/thisis/home/?u=shc>

Copyright Notice

Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures

may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule for 15 week class

A detailed schedule for the 15 week class is in a separate document called "Course Outline." This includes Week, date, readings, assignment, due dates, and topics.

Important Dates for WSU Students (Spring 2017 Semester):

MLK Day - no classes	January 18 (M)
Weekday Classes begin	January 19 (T)
Weekend Classes begin	January 23 (SAT)
20th Day Report Cutoff	February 15 (M)
Mid-term point	March 9 (W)
Spring Break begins	March 14 (M)
Spring Break ends	March 20 (SUN)
Spring Classes end	May 5 (TH)
Study day	May 6 (F)
Final Exams begin	May 7 (SAT)
Final Exams end	May 13 (F)

The syllabus is not a contract.

The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Course Outline (*may be subject to change*)

WEEK	DATES	MODULE	LEARNING OUTCOMES	TOPIC DESCIRPTION	TOPIC READINGS & HWK
1		1.1	HWK: LO#1	INTRODUCTION <ul style="list-style-type: none">• Review syllabus and course materials• Getting to know you• Our health care system and interprofessional education (IPE)	<p><u>REQUIRED:</u></p> <ol style="list-style-type: none">1. Read BB Welcome & Start Here (Announcements TAB – read all)2. Read Course Syllabus & Course Outline3. Go to: "Modules"/"Week 1 Module 1.1" for all weekly materials.4. Watch Video: (IPE-Univ Az) http://www.youtube.com/watch?v=0-83eDYIFP45. Watch Video: (Sue Sheridan on Patient Safety) http://www.ahrq.gov/professionals/education/curriculum-tools/teamstepps/instructor/videos/ts_Sue_Sheridan/Sue_Sheridan-400-300.html6. <u>Discussion Board (DB) #1:</u> Intro self and submit picture of self. Submit original posts by Friday (10AM), and then post at least 2 responses to your classmate's original post by Monday (10AM).7. <u>DB #2:</u> WSU-IPE Program and Leadership. Submit original posts by Friday of Week 1 (10AM), and then post at least 2 responses to your classmate's original post by Monday (10AM) last day of Week 1.8. <u>Assignment #1:</u> Pre Course Evaluation Survey. Complete by the end of Week #1 - Monday (10PM). <p><u>RECOMMENDED:</u></p> <ol style="list-style-type: none">9. Read: IPEC Document
2		1.2	DB1:LO#1 DB2: LO#1 HWK: LO#1	WHAT IS LEADERSHIP? <ul style="list-style-type: none">• Learn that leadership is an activity that you engage in.	<p><u>REQUIRED:</u></p> <ol style="list-style-type: none">1. Read Lecture document2. Read text: KLC For the Common Good Participant Handbook, Chapters 3-4.; The Blind Man and the Elephant (Discussion question #1); Heifitz Article on Adaptive Work (PDF)1. Watch Video: What is Leadership? CLICK LINK:

WEEK	DATES	MODULE	LEARNING OUTCOMES	TOPIC DESCIRPTION	TOPIC READINGS & HWK
					<p>http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos CLICK AND PLAY: WHAT IS LEADERSHIP? (approx. 9 minutes)</p> <p>10. DB #1: The System - Write blind man -elephant story. Submit original posts by Friday (10AM), and then post at least 2 responses to your classmate's original post by Monday (10AM).</p> <p>11. DB #2: If you could not fail....what is one BHAG (Big Audacious Hairy Goal) that you would love to accomplish? Would it involve you working on yourself, understanding the system you would work in, or both? Explain. Submit original posts by Friday (10AM), and then post at least 2 responses to your classmate's original post by Monday (10AM).</p> <p>12. Assignment #2: Lecture and Overview Documents Questions in Highlighted YELLOW. Submit to DROPBOX by the end of Week #2 on Monday (10PM).</p> <p>RECOMMENDED:</p> <p>3. Read BOOK: Adaptive Leadership (AL) Summary, Chapters 1-3 (pages 1-48)</p>
3		2.1	DB1:LO#3, LO#4 HWK: LO#3, LO#4	<p>DIAGNOSE SITUATION: Adaptive vs. Technical</p> <ul style="list-style-type: none"> • Distinguish the difference between technical vs. adaptive work. • Learn how to move between the balcony and the dance floor. 	<p>REQUIRED:</p> <ol style="list-style-type: none"> 1. Read Lecture document 2. Read text: KLC For the Common Good Participant Handbook, Chapter 5 3. Watch Video: Adaptive vs. Technical: What's Your Challenge? CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos Password: leadership1 (approx. 11 minutes) 4. Watch YouTube video: Ronald Heifetz: The nature of adaptive leadership (9 minutes) 5. DB-Peer Consultation #1: You will stay on the same discussion board thread for 3 weeks. You will be following the format for peer consultation outlined in the <u><i>Participant Handbook pages 57-63</i></u>. You will not be able to effectively participate in BB discussions over the next three weeks without referring to the Participant Handbook, which will guide you in this process. Specific time frames for the different components of the peer consultation process are posted in the DB question but something is due each Friday (10AM) and following Monday (10AM). <ul style="list-style-type: none"> • Step 1: Post leadership challenge and add any additional information (see "Case Presentation", pg. 61). This post will need to be equivalent to a 1-page single-spaced document (10-12pt font). Each student in the group must post by Friday (10AM). • Step 2: Group asks "<u>Data Gathering</u> Questions (pg. 61) and case presenter responds. In order to have adequate time, you should post your questions by Monday (10AM) 6. Assignment #3: Complete the worksheets in your WEEK 3 OVERVIEW document. YOU DO NOT NEED TO TURN THIS IN, but Step 3 pertains to your personal leadership challenge and will be foundational to your writing assignment in the discussion board and final paper. <p>RECOMMENDED:</p> <p>7. Read text: The Practice of Adaptive Leadership, Chapters 4-5 (optional)</p>
4		2.2	DB1:LO#3, LO#4 HWK: LO#3, LO#4	<p>DIAGNOSE SITUATION: The Stories We Tell Ourselves</p> <ul style="list-style-type: none"> • Explore multiple 	<p>REQUIRED:</p> <ol style="list-style-type: none"> 1. Read Lecture document 2. Read text: KLC For the Common Good Participant Handbook, pages 57-63 & 79-81.

WEEK	DATES	MODULE	LEARNING OUTCOMES	TOPIC DESCIRPTION	TOPIC READINGS & HWK
				<ul style="list-style-type: none"> interpretations around your issue. Entertain conflictual and adaptive interpretations. 	<p>3. Watch Video: Explore Multiple Interpretations CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos (approx. 10 minutes) Password: leadership1</p> <p>4. DB-Peer Consultation #4: Again, you will be following the format for peer consultation outlined in the Participant Handbook, pages 57-63. You will not be able to effectively participate in BB discussions without referring to the Participant Handbook, which will guide you in this process. Here are the next specific time frames for the different components of the peer consultation process:</p> <ul style="list-style-type: none"> • Step 3: Questions are answered by the present by Friday (10AM). • Step 4: Group posts "Diagnostic Brainstorming" (pg. 61) for each of the group's cases. Case presenters do not respond to their own cases for Diagnostic Brainstorming. Post at least 3 Interpretations of what you think is the cause of the issue. Try giving "conflictual interpretation" of what might be the source of the challenge. Do NOT provide suggestions on how to fix anything for this step. That is for later by Monday (10AM) <p>5. Assignment#4: Complete worksheets on pages 79 and 81, related to your personal leadership challenge, in KLC For the Common Good Participant Handbook. Submit to DROPBOX by Monday (10PM).</p> <p>RECOMMENDED:</p> <p>6. Read text: The Practice of Adaptive Leadership, Chapter 8, with special note to:</p> <ul style="list-style-type: none"> • Exploring multiple interpretations around your issue • Entertaining adaptive, conflictual, and systemic interpretations
5		2.3	DB:LO#3, LO#4 HWK: LO#3, LO#4	DIAGNOSE SITUATION: Who's Not at the Table? <ul style="list-style-type: none"> Identify groups or factions connected to making progress on your leadership challenge. Work to better understand this challenge from other points of view. 	<p>REQUIRED:</p> <p>1. Read Lecture Document</p> <p>2. Read text: The Practice of Adaptive Leadership, Chapters 6-7.</p> <p>3. Watch Video: Who's NOT at the table? CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos (approx. 10 minutes) Password: leadership1</p> <p>4. DB-Peer Consultation #5: Again, you will be following the format for peer consultation outlined in the Participant Handbook, pages 57-63. You will not be able to effectively participate in BB discussions without referring to the Participant Handbook, which will guide you in this process. Here are the next specific time frames for the different components of the peer consultation process:</p> <ul style="list-style-type: none"> • Step 5: Group posts "Action Step Brainstorming" (pg. 62) for each of the group's cases. Case presenters do not respond to their own cases for Action Step Brainstorming. Post at least 3 action steps by Friday (10AM). • Step 6: Group posts "Presenter Reflections" and "Group Debrief." Post reflections by Monday (10AM) <p>5. Assignment #5: Answer the questions in your WEEK 5 OVERVIEW document. YOU DO NOT NEED TO TURN THIS IN - but it will help prepare you for the final paper.</p> <p>RECOMMENDED:</p> <p>6. Read BOOK: Diagnose the Situation (AL Book, Chapter 6)</p>
6		3.1	DB1: LO#1, LO#2, LO#3	MANAGE SELF: What's Your Part of the Mess?	<p>REQUIRED:</p> <p>1. Read Lecture Document</p> <p>2. Read text: KLC For the Common Good Participant Handbook,</p>

WEEK	DATES	MODULE	LEARNING OUTCOMES	TOPIC DESCIRPTION	TOPIC READINGS & HWK
				<ul style="list-style-type: none"> • Know your strengths, vulnerabilities, and triggers. • Know the story others tell about you/ Understand the role you play in the system. • Choose among competing values. 	<p>pages 82-84</p> <p>3. Watch Video: What's Your Part of the Mess? CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos Password: leadership1 (approx. 11 minutes)</p> <p>4. Read "How to Overcome Immunity to Change" document</p> <p>5. DB #1: Complete the Immunity to Change Map and Reading, then write a reflection on what insights you gained through this process. You do not need to submit your map. POST REFLECTIONS ONLY. This may include the behavior to change, the <u>barriers/losses</u> and <u>supports/strengths</u> to do this (physical, mental, and/or emotional), and what you learned from doing this process. Names and situations can be changed for anonymity. Submit post by Friday (10AM), post 2 responses by Monday (10AM).</p> <p>6. NO ASSIGNMENT</p> <p>RECOMMENDED:</p> <p>7. Read text: The Practice of Adaptive Leadership, Chapters 13-15. Make specific note of: Identify your loyalties/vulnerabilities (Chapter 14); Triggers (pp. 200-204); Be conscious and aware of your default behaviors (Chapter 15)</p>
7		3.2	HWK: LO#1, LO#2	MANAGE SELF: Comfort, Conflict and Competence <ul style="list-style-type: none"> • Know your strengths and loyalties. • Learn to experiment outside your comfort zone. • Explore how your personal comfort may be a barrier to progress. 	<p>REQUIRED:</p> <p>1. Read Lecture Document</p> <p>2. PPT lecture on MBTI & LPI</p> <p>3. Read text: KLC For the Common Good Participant Handbook, pages 85-91</p> <p>4. Watch Video: Comfort, Conflict, and Competence CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos Password: leadership1 (approx. 10 minutes)</p> <p>5. DB #1: Discuss your personality assessment after completing the online survey on Jung Typology LINK: http://www.humanmetrics.com/cgi-win/jtypes2.asp</p> <p>6. DB #2: Think about your unique background (e.g. religious, gender, family experiences/values, ethnicity, education, economic, geographic influence, etc.), then share how you think your background (only share what is relevant and what you feel comfortable doing) has impacted your approach to leadership today. Also, comment on why it might be important to understand your own background as well as others. This post will need to be equivalent to a 1-page single-spaced document (10-12pt font). Submit post by Friday (10AM), post 2 responses by Monday (10AM).</p> <p>7. Assignment #6: Complete Week 7 Assignment on Managing Self. YOU DO NOT NEED TO TURN THIS IN</p> <p>RECOMMENDED:</p> <p>8. Read text: The Practice of Adaptive Leadership, Chapters 16-17. Make specific note of: Bandwidth / Roles / Scope of authority.</p>
8		4.1	HWK: LO#1,LO#2, LO#3	ENERGIZE OTHERS: Ensuring a Trustworthy Process: Inspiration and Influence <ul style="list-style-type: none"> • Understand the importance of developing a trustworthy process. • Develop a trustworthy process 	<p>REQUIRED:</p> <p>1. Read Lecture Document</p> <p>2. Read text: KLC For the Common Good Participant Handbook, pages 92-101</p> <p>3. Watch Video: "Ensuring a Trustworthy Process: Inspiration and Influence." CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos Password: leadership1 (approx. 11 minutes)</p> <p>4. NO DISCUSSION BOARD</p> <p>5. Assignment #7: Complete "Activity," "Application," and</p>

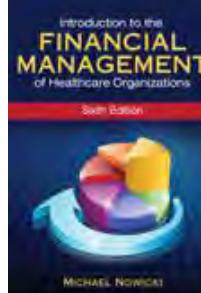
WEEK	DATES	MODULE	LEARNING OUTCOMES	TOPIC DESCIRPTION	TOPIC READINGS & HWK
				for your challenge.	"Concept to Action" in WEEK 9 document YOU DO NOT NEED TO TURN THIS IN RECOMMENDED: 6. Read text: The Practice of Adaptive Leadership, Chapter 12.
9				SPRING BREAK	NO CLASS!
10		4.2	DB: LO#1, LO#2, LO#3 HWK: LO#1,LO#2, LO#3	ENERGIZE OTHERS: A Leadership Paradox: How Speaking to Loss Can Energize <ul style="list-style-type: none"> • Start where they are in your challenge, not where you are. • Learn how to speak to the loss or the potential loss of stakeholders in your faction. 	REQUIRED: <ol style="list-style-type: none"> 1. Read Lecture Document 2. Watch Video: "Energize by Starting with Them." CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos Password: leadership1 (approx. 11 minutes) 3. <u>DB#1:</u> Reflect on the STORY FROM THE FIELD by Ron Alexander- in your Lecture/Overview Document. Give an example of a change you made at work, school, home, or community that you can speak to your own loss. Did someone/others meet you where you were at in making that change? Did someone/others acknowledge or speak to your loss in some way that helped you moved forward or not? Submit post by Friday (10AM), post 2 responses by Monday (10AM). 4. <u>Assignment #8:</u> Complete "Activity," "Application", and "Concept to Action" from WEEK 10 document YOU DO NOT NEED TO TURN THIS IN. RECOMMENDED: <ol style="list-style-type: none"> 5. Read text: The Practice of Adaptive Leadership, Chapters 20-21.
11		5.1	HWK: LO#1,LO#2, LO#3, LO#4	INTERVENE SKILLFULLY: Raise the Heat: Why Progress Requires Discomfort <ul style="list-style-type: none"> • Understand the concept that heat is needed to make progress on adaptive challenges. • Explore ways to raise the heat around your challenge. 	REQUIRED: <ol style="list-style-type: none"> 1. Read Lecture Document 2. Watch video: Raise the Heat: Why Progress Requires Discomfort. CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos Password: leadership1 (approx. 10 minutes) 3. <u>NO DISCUSSION BOARD</u> 4. <u>Assignment #9:</u> Read For the Common Good Participant Handbook, <ul style="list-style-type: none"> i. Read pages 102-103 (Complete "Questions for Reflection", page 103) ii. Read pages 108-109-(Complete "Give the Work Back" worksheet) iii. Read pages 104-105 (Complete "Raise the Heat" worksheet, YOU DO NOT NEED TO TURN THESE WORKSHEETS RECOMMENDED: <ol style="list-style-type: none"> 5. Read text: The Practice of Adaptive Leadership, Chapters 9-11and 22
12		5.2	DB: LO#1,LO#2, LO#3 HWK: LO#1,LO#2, LO#3	INTERVENE SKILLFULLY: Why Purpose matters <ul style="list-style-type: none"> • Speak from your heart about your purpose. • Act experimentally as you implement new ideas. 	REQUIRED: <ol style="list-style-type: none"> 1. Read Lecture Document 2. Watch KLC video: Why Purpose Matters. CLICK LINK: http://kansasleadershipcenter.org/programs/programs-for-individuals/leadership-on-demand/videos Password: leadership1 (approx. 12 minutes). 3. <u>DB #1:</u> Make a list of 10 purposes you have in life to which you feel most connected. Write the 10 in order of the most important to the least important purpose. What have you done for each of these purposes in the last three weeks? (Generally, people only act on their top few purposes). Write a few things you could do for each purpose that you have been unable or unwilling to do before. Submit post by Friday (10AM), post 2 responses by Monday (10AM).

WEEK	DATES	MODULE	LEARNING OUTCOMES	TOPIC DESCIRPTION	TOPIC READINGS & HWK
					<p>4. <u>Assignment #10:</u> Read For the Common Good Participant Handbook, pages 106-07 and 110-111, 117-149 (Consider what experiments have you done so far and could conduct to make progress on your challenge and answer the questions in your book. Submit in DROPBOX by Monday (10PM))</p> <p><u>RECOMMENDED:</u></p> <p>5. Read text: The Practice of Adaptive Leadership, Chapters 18-19</p>
13		6.1		<p>MORE ENERGIZING: Inspiring People</p> <ul style="list-style-type: none"> • Encourage the heart (Celebrate and Recognize Others). • Technical is still below the neck work. 	<p><u>REQUIRED:</u></p> <ol style="list-style-type: none"> 1. Read Lecture Document 2. Watch the 2 video lectures by Dan Pink (38 minutes) and James Kouzes (48 minutes) links in Lecture Document. 3. <u>DB #1:</u> Think about how you might motivate others in your work and life. How does this relate to or differ from the concepts discussed in the video lecture by Dan Pink vs. work of James Kouzes? Submit post by Friday (10AM), post 2 responses by Monday (10AM). 4. <u>NO ASSIGNMENT</u>
14		6.2	DB: LO#1,LO#2, LO#3	<p>ENERGIZING YOURSELF</p> <ul style="list-style-type: none"> • Encourage your own heart (Model the Way). • Take care of yourself. 	<p><u>REQUIRED:</u></p> <ol style="list-style-type: none"> 1. Read Lecture Readings 1-4 2. Re-read text: KLC For the Common Good Participant Handbook, pages 85-91 3. <u>DB #1:</u> Self-care can be adaptive. Think about your purpose and values. Develop and share some strategies for self-care you could do to support your purpose and self. Submit post by Friday (10AM), post 2 responses by Monday (10AM). 4. <u>NO ASSIGNMENT</u> <p><u>RECOMMENDED:</u></p> <p>5. Read text: The Practice of Adaptive Leadership, Chapter 23</p>
15		6.3	DB1: LO#1,LO#2, LO#3 HWK: LO#1	<p>FINAL LEADERSHIP THOUGHTS</p> <ul style="list-style-type: none"> • What's next? • Wrap up. 	<p><u>REQUIRED:</u></p> <ol style="list-style-type: none"> 1. There is no lecture document this week. 2. <u>DB #1:</u> Watch Brene Brown video, "The Power of Vulnerability" (20 minutes). Consider Brene Brown's perspective on vulnerability. Where are you vulnerable in your life? How can you use vulnerability as a strength? And, what does this have to do with your own willingness to exercise leadership? Submit post by Friday (10AM), post 2 responses by Monday (10AM). 3. <u>DB #2:</u> Share what ideas and activities you found particularly helpful in this course and how you see if applying to your future career as a health professional. If relevant, also provide one possible change or improvement for the course. Submit post by Friday (10AM), no responses are needed. 4. <u>Assignment #11:</u> Complete the post-test survey at the link : https://wichitastate.co1.qualtrics.com/SE/?SID=SV_3t7Kg5ykQKG4ZiB <p><u>RECOMMENDED:</u></p> <p>5. Readings Labeled #1-#4 (Optional)</p>
16					No new assignments or discussion board. Work on final paper
17		FINAL	HWK: LO#1,LO#2, LO#3, LO#4	FINAL DUE	<p>FINAL EXAM DUE – TUESDAY, May 10 at 10:00 AM (at the latest)</p> <p>Paper instructions in this folder. Submit paper in Week #17 folder Dropbox.</p>



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Syllabus	HMCD-342 Introduction to Financing Health Care Systems – Spring 2016
Meeting	Wednesdays 7:05pm – 9:45pm – Ahlberg Hall Classroom 110
	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.
Instructor Information	<p>Instructor: Debbi Lehner, FACHE, MBA Office: AH 106B Office Phone: 316-978-5641 Cell Phone: 907-209-3892 Office Hours: Monday, Tuesday, Wednesday & Thursday 3:30pm-4:30pm and by appointment. It is recommended you contact me prior to our meeting to confirm availability. Email: debbi.lehner@wichita.edu This is the best way to reach me!!!</p> <p>Graduate Teaching Assistant: Whitney Lindeman Email: walindeman@wichita.edu</p>
Text and Readings & tools:	<p>The required text for the class is <i>Introduction to the Financial Management of Healthcare Organizations</i>. (6th edition) by Michael Nowicki Health Administration Press</p>  <p>You will need to bring this book to class each week as you will be required to utilize the resources within it. You will wish to have access to a simple calculator for some accounting problems or you may wish to use the calculator on your cell phone or laptop. Either is fine. It is necessary that you have access to Microsoft Excel or another spreadsheet software for some of the homework and in class calculations.</p>



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Course Description	This course provides some basic tools for nonfinancial managers. It introduces students to the language and practices of financial management encountered in the administrations of health care facilities. It emphasizes understanding and application of general financial concepts to the health care setting. Concepts include, but are not limited to assets, liabilities, net worth, revenues, expenses, cost, cost classifications, cost behavior, break-even analysis, recording of financial operations, development and analysis of financial statements, cost allocation methods, types of budgets used in healthcare setting and their purposes, and planning monitoring and controlling financial operations. Examples of various types of heath services organizations are examined.
Course Objectives	Upon satisfactory completion of this course, students will be able to: <ol style="list-style-type: none">1. Relate the purpose of healthcare financial management to the purpose of healthcare organizations (CO1)2. Describe the history of and current benefits and financing for Medicare and Medicaid (CO2)3. Recognize the methods of classification and allocation of costs, setting charges and evaluating inventory (CO3)4. Recognize the importance of managing cash flow and using ratios to evaluate capital and cash performance (CO4)5. Discuss the importance and the elements of the revenue cycle in healthcare (CO5)6. Evaluate and interpret the financial health of a healthcare organization using ratio analysis (CO6)7. Identify and explain the components of financial statements (CO7)
Public Health Sciences HSMCD & HS Learning Outcomes	The Department of Public Health Sciences established the following six learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 428 course content targets outcome three below: <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Assignment of Credit Hours	Success in this three credit hour hybrid course is based on the expectation that students will spend a minimum of 45 hours over the length of the course for in-person and online instruction. Preparation, studying, and fieldwork for the course will involve an additional minimum of 90 hours over the length of the course. Students will spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities include, but are not limited to reading, writing, studying, research, and completing critiques.
Course Format	Classes will be made up of lecture, discussions, presentations and student participation. It is expected that you will have read all assigned text and journal readings prior to the beginning of class and be prepared to offer your impressions and opinions on topics discussed



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which may often be controversial. All opinions and views will be respected in class. Because this class is a finance class, practice doing problems is essential. Students not completing assigned problems in class or as part of homework will be graded accordingly.

Blackboard

This course is Blackboard-enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard.

Testing and Grading

There will be two exams as shown below. If a student misses an exam, a make-up may be granted at the instructor's discretion. Make-up exams will consist of the instructor's choice of format.

20% - Midterm Exam

25% - Final Exam

20% - Homework

10% - Critical Analysis Report & Presentation

10% - Financial Health of a Hospital Report

15% - Participation, Quizzes, Attendance

All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.

Final course grades will be based on the following scale:

93-100A 4.0

80-82 B- 2.7

67-69 D+ 1.3

90-92 A- 3.7

77-79 C+ 2.3

63-66 D 1.0

87-89 B+ 3.3

73-76 C 2.0

60-62 D- 0.7

83-86 B 3.0

70-72 C- 1.7

0-59 F 0.0

Assignments

Critical Analysis Report:

Each student is required to complete one (1) critical analysis report from professional articles written in appropriate journals. Please refer to attachment. Articles must be taken from referred journals and not from trade magazines. Subject to approval by the instructor, participants may elect to use chapters in a professional text. Reading should focus on financial management. Each student will present one critical analysis report to the class in a very short synopsis format – less than five minutes. **The written report is due Sunday March 6th at 11:59pm.** (See Appendix A)



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Financial Health of a Hospital:

Each student is responsible to research and find one (1) hospital's financial records on line (helpful to search hospital financial statements or hospital finance packet) and complete the ratio analysis. This will also require a short synopsis of the size and location of the hospital and the perception of the financial health of the organization. May use audited or unaudited financial reports. **This report is due Sunday May 8th at 11:59pm.** (See Appendix B)

Homework

Several of the text chapters/class discussions have discussion questions & problems assigned as homework. Each assignment is due in Safe Assignment the Monday after class discussion of the subject matter. Half credit to assignments one day late – no credit afterwards. The answers to the problems are available in the back of the text book, but showing your work and understanding of the concept is as valuable as the final answer.

Safe Assignment: All papers and assignments must be submitted through Safe Assignment, a plagiarism detection system. Be sure you know how to submit a paper through Safe Assignment before the last minute. In all instances, keep a copy of your submissions for your files in case of loss.

Technology

Technology Standards and Minimum Expectations

This is a hybrid course offered through the traditional classroom and also through the Wichita State University (WSU) Blackboard system. Therefore, the following minimal computer skills are expected responsibilities of all students who enroll and participate in this course:

- Using the Blackboard learning system
- Sending emails
- Setting font size and type
- Setting margins
- Setting line spacing
- Creating headers and footers



- Inserting tables
- Italicizing
- Inserting page numbers in a header
- Centering text; right and left justification
- Sending and receiving email with attachments
- Accessing the Internet
- Opening Internet files
- Downloading content
- Using PowerPoint, Word and Excel
- Posting to discussion boards
- Following hyperlinks to content outside of the Blackboard learning system
- Searching .pdf documents

Students additionally are expected to use updated Adobe Reader, Flash, Java, ActiveX and media players for access to course materials. If a student feels he or she is unable to meet these qualifications then it is their responsibility to attain these skills.

This is a hybrid course. As such, students will need CONTINUED and RELIABLE access to the Internet throughout the semester. Students may use their own computer, a friend's computer, one at work, one a public library or one on the WSU campus.

Because the course requires high use of technology, students must respect that if they do not have the skills to successfully complete the course, then it is their responsibility to attain those skills. Your professor will not teach technology in this course; she is here to provide the expert educational content. Online learning, in some cases, involves more activity than in-class learning and for some students may be more difficult than a traditional environment. Therefore, please take some time to thoroughly look



	<p>over the course expectations. There are special expectations attached to taking this hybrid course. If you feel you cannot comply with the course expectations, technologically or otherwise, it is recommended that you drop this course.</p>
Attendance, Participation and Conduct	<p>This class focuses on the financial aspects of health care organizations, which is a complex subject. Class discussion & participation is crucial to understanding the concepts and nuances of these financial concepts. Every student is expected to participate in class discussions. Obviously you cannot participate if you are not in class. Therefore, class attendance is very important. You are welcome to visit with me outside of the classroom as well.</p> <p>Class will begin and end at the scheduled times. You are expected to arrive on time and remain seated and attentive until dismissed. If unusual circumstances require you to miss a class, to arrive late or to leave early, please let me know in advance. This means that you should email or contact me before you miss a class.</p> <p>Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the wichita.edu system. Sign all email correspondences with both first and last name.• Write "HMCD 342" in the subject line of all email correspondences.• Proper parenthetical in-text citation in standardized formats is expected as necessary – see OWL for an online, comprehensive and update source for citation.• Attach any files as a document in MSWord format.• If the Blackboard system is down, contact your instructor only after you first have contacted WSU OneStop.• Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.• Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.• Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.• Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).



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Recording devices are not allowed. If you have a physical, psychiatric, emotional, or learning disability that may impact your ability to carry out assigned course work, please contact the Office of Disability Services (DS) located in Grace Wilkie Annex, room 150, or you can call 316-978-3309 (voice) or 316-854-3032 (videophone). DS will review your concerns and determine, with you, the academic accommodations that are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty Policy](#)

Additional Information

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property



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Wichita State University students are subject to Board of Regents and University policies (see [University & Board of Regents Policy](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [here for alert](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities, which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Important Academic Dates

For Spring semester 2016, classes begin January 18, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 16, 2016. The final exam period is May 7-12, 2016.

Course
Schedule

Tentative Schedule



	Class Date	Class Content and Objectives	Class Assignments
	Jan 20 Class 1	Introduction and course objectives Review of course syllabus Why Study Healthcare Finance?	
	Jan 27 Class 2	Part I Financial Management Financial Management in Context *Introduction to Departmental Financials	<u>Readings</u> 1. Chapter 1
	Feb 3 Class 3	Organization of Financial Management Tax Status of Healthcare Organizations	<u>Readings:</u> Chapters 2 & 3 1. Madden, Mark. "Soft Leadership Competencies for Today's Healthcare Finance." <i>Healthcare Financial Management</i> May2015; 69(5): 42-45. 2. Homework #1: Assignment due Monday, Feb. 8th by 11:59pm. (CO1) a. Text page 48. Choose 1 discussion question and submit via blackboard. b. Text page 61. Choose 1 discussion question and submit via blackboard
	Feb 10 Class 4	Part II Operating Revenue Third Party Payment & Medicare and Medicaid	<u>Readings:</u> 1. Chapters 4 & 5 2. Homework #2 – Due Monday, Feb. 15 th 11:59pm submitted via blackboard. (CO2) a. Cost cutting & cost shifting self-quiz models – page 95.
	Feb 17 Class 5	Cost Accounting *Impact on Departmental financials	<u>Readings:</u> 1. Chapter 6 2. Homework #3 – Due Monday, February 22 nd 11:59pm (CO3) a. Differential Cost Analysis Self Quiz Problem – page 156 b. Job –Order Costing Self Quiz Problem – page 160 c. Activity Based Costing Self Quiz Problem – page 165 d. Breakeven Analysis Self Quiz Problem – page 168
	Feb 24	Reimbursement	<u>Readings:</u>



	Class 6	Exam Review	<ol style="list-style-type: none">1. Chapter 72. Whitehouse, David, "Getting Ahead on Price Transparency: A Playbook for Healthcare Finance Leaders." <i>Healthcare Financial Management</i> Nov2015; 69(11): 144-146.3. Homework #4: Due Monday, February 29th by 11:59pm (CO3)<ol style="list-style-type: none">a. RVU Rate Setting Self Quiz Problem – page 189b. Hourly Rate-Setting Self Quiz Problem – page 192
	Mar 2 Class 7	Mid Term Exam	Exam provided via blackboard (CO1,2, &3)
	Mar 6	Critical Analysis Report due at 11:59pm	
	Mar 9 Class 8	Post Exam Review Part III Working Capital Managing Working Capital 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapters 9
	Mar 16	Spring Break – No class	
	Mar 23 Class 9	Managing Revenue Cycle Guest Speaker: James Thompson, ED Management 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapters 9 2. Homework #5: Assignment due Monday, March 28th by 11:59pm. (CO5) <ul style="list-style-type: none">• Text page 237. Discussion questions 1 & 2 submit via blackboard.
	Mar 30 Class 10	Managing Materials Guest Lecturer: Laurie Durham, Materials Management Director, Newton Medical Ctr. *Supply Expense at the Department Level	<u>Readings:</u> 1. Chapter 10 2. Homework #6: Due Monday, April 4th by 11:59pm (CO3) <ol style="list-style-type: none">a. Inventory Valuation Self Quiz Problem page 254
	Apr 6 Class 11	Part IV Resource Allocation Strategic & Operational Planning 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapter 11



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	Apr 13 Class 12	Budgeting *Budgeting at the Department Level	<u>Readings:</u> 1. Chapter 12
	Apr 20 Class 13	Capital Budgeting *How to Justify Capital at the Department Level Group Activity: Capital for our unit	<u>Readings:</u> 1. Chapters 13 2. Payne, Christopher. "Capital Ideas for Healthcare in 2015." Healthcare Financial Management May2015, Vol. 69 Issue 5, p64-71. 3. Homework #7: Due Monday, April 25th by 11:59pm (CO4) a. Payback Period Self quiz page 318
	Apr 27 Class 14	Part V Financial Analysis Financial Analysis & Management Reporting *Analyzing Department Financials	<u>Readings:</u> 1. Chapters 14 2. Homework #8: Due Monday, May 2nd by 11:59pm (CO6 & 7) a. Ratio Analysis Self Quiz Problems – Page 353
	May 4 Class 15	Part VI: Healthcare Reform: Past, Present & Future Future Trends *Department Financial Quiz Exam Review	<u>Readings:</u> 1. Chapter 15
	May 8	Financial Health of a Hospital due at 11:59pm	
	May 11 Class 16	FINAL EXAM	Final Exam provided via blackboard (CO1,2,3,4,5,6,7)
Inclusive Excellence	Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.		



Appendix A: HMCD 342

CRITICAL ANALYSIS REPORT: The written report is due Sunday March 6th at 11:59pm (CO1)

A. Introduction:

A critical analysis report is a thorough review of a written work and a personal reaction to this analysis. Experience in making critiques of written works is required for the following reasons:

1. Extensive critical reading helps the student achieve a more comprehensive understanding of the concepts included in the course.
2. Critical analysis of what is read aids one in becoming a more discerning consumer of the literature in the field.
3. Evaluations of what is read assist the student in the comprehension of the implications of the reading content of his particular course of interest and concerns.
4. The written critique helps the student develop the art of effective communication.
5. The analysis helps the student develop appropriate reference citations for professional opinions on health care issues.
6. Would it serve as a sound reference source for others in health services administration?

B. General Requirements:

Each student is required to review one (1) article from a professional health related journal. The article must focus on relevant aspects of Healthcare Finance and Planning. Article must be published within last 3 years.

C. Guidelines for Review Format:

1. All papers are to be typed and double spaced. The paper is to be clear and concise; does not contain errors in spelling, punctuation, or syntax.
2. All papers are to be submitted on time to meet specific due date.
3. At the top of the first page, and on a 3x5 inch index card, the following information must be provided using the listed headings in sequence:
 - a. Applicable General Topic:
 - b. Title of Article:
 - c. Authors Name:
 - d. Name of Journal:
 - e. Date of Journal:
 - f. Volume:
 - g. Number:
 - h. Pages (on which article appears):
 - i. Publisher of Journal

NOTE: A copy of the article must be submitted with the written report
4. Synopsis and Summary:
100-200 word description of the articles basic content.
5. General Theme:
A brief statement about what you felt was the author's general theme of the article.



6. Point of View:
A brief statement about what you felt concerning the author's point of view. Was the presentation objective and factual or was the presentation subjective and lacking of facts? Explain your opinion.
7. Issue Analysis:
Provide a list of the issues presented in the article.
8. Conclusions and Recommendations:
List of author's conclusions and/or recommendations.
9. Agreement or Disagreement:
Based on the author's conclusions and/or recommendations, do you agree or disagree; provide a brief justification regarding your opinion concerning your agreements and disagreements.
10. Professional Projections:
A 50-75 word statement on what you learned from the article and how you may apply this experience (negative or positive) in your professional future career.

D. Guide to Grading of the Critical Analysis Report:

The critique will be graded on the following:

- b. Appropriate article
- c. Identifying information on first page and 3x5 index cards
- d. Synopsis and Summary
- e. General theme stated
- f. Point of view stated
- g. Issue analysis stated
- h. Conclusions and recommendation stated
- i. Agreement or disagreement stated
- j. Professional projections stated

NOTE: Submit copy of journal article with your report

E. Specific Requirements:

Articles selected must be from respected journals.

F. Penalties:

1. Failure to submit reviews on specific due dates may result in the deduction of one full grade for each successive class period that the review is not submitted.
2. Special circumstances requiring an extension of the due dates will be handled on an individual basis via written justification explanation and/or request stating the particulars and forwarded to the instructor for approval and appropriate determination.



Appendix B: HMCD 342

Financial Health of a Hospital: This report is due Sunday May 8th at 11:59pm. (CO6)

Each student is responsible to research and find one (1) hospital's financial records on line (helpful to search hospital financial statements or hospital finance packet) and complete the ratio analysis. This will also require a short synopsis of the size and location of the hospital and the perception of the financial health of the organization. May use audited or unaudited financial reports.

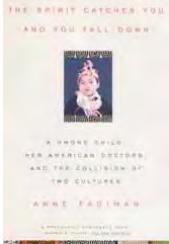
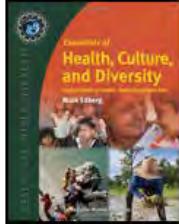
The analysis needs to be performed on hospital financials that are not over 5 years old. The following ratios will be performed and interpreted to determine a simple analysis of whether the hospital is in excellent health, adequate health, or poor health. Although it is not expected you go into a great detailed analysis, from our discussions in class, you should know when a ratio presents a positive, negative or neutral impression. You may utilize the Optum Medians 2012 shown on page 339 in your text as a reference. Most of the details you'll need to perform the analysis will be within the financials of the organization. If you do not have all of the details needed, identify this in your report.

- Current Ratio
- Collection Period Ratio
- Days Cash on Hand, all sources Ratio
- Average payment period Ratio
- Operating Margin (%) Ratio
- Total Margin (%) Ratio
- Return on net Assets (%) Ratio
- Age of Plant Ratio
- Total Asset Turnover Ratio
- Fixed Asset Turnover Ratio
- Current Asset Turnover Ratio
- Net assets financing Ratio
- Cash flow to debt Ratio

Details to share about the HCO you're presenting include: Size, location, ownership (for profit/NFP/Gov) and any specialty issues – like a leader in orthopedics in the area or cardiac care. Indicate if the organization has won awards, is a leader in its community or other pertinent pieces of information you will see on the organization's website. You will need to document where you found your information including links to the financials and the organization's website.



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Syllabus	HMCD 344 – The Role of Culture in Health and Health Care (Spring 2016 – CRN 21941)
Meeting	Tuesday 7:05 – 9:45 Room 200 AH
Instructor Information	<p>Instructor: Amy Drassen Ham, PhD, MA, MPH Department: Public Health Sciences Phone: 316-978-5644 Office: 135B AH Office Hours: Tuesdays, Wednesdays and Thursdays 1:00 – 3:00 and by appointment email: amy.ham@wichita.edu</p>
Required Readings	 <p><i>The Spirit Catches You and You Fall Down</i> by Fadiman ISBN: 978-0-374-52564-4</p>  <p><i>Essentials of Health, Culture and Diversity</i> by Edberg ISBN: 978-0-763-78045-6 Selected readings available through Blackboard</p>
How to Use This Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes made to this course will be communicated through the WSU Blackboard system and/or announced at in-person class sessions.



Course Description	<p>This course examines the importance of culture in the way people define, react to, and treat illness and other health risks. Culture influences health seeking behavior by age, ethnicity, education, religion, income, and tradition. When major differences exist between a patient's and provider's cultural understanding of illness, a host of adverse outcomes may result. Therefore, this course additionally is designed to improve student's knowledge of the role of culture in health services by increasing awareness, understanding, tolerance, and appreciation of ethnocultural differences. Students will be introduced to concepts of cultural diversity to enhance their development as culturally competent leaders in the health care sector through lecture, discussion, guest presentation and video.</p>
Learning Outcomes	<p>Through the format and content of this course, student should be able to:</p> <ul style="list-style-type: none">LO 1 Define the concept culture and its impact on health outcomesLO 2 Recognize how individual worldview shapes perceptionLO 3 Describe the current demographic change in the United StatesLO 4 Recognize different conceptual frameworks for understanding health and illnessLO 5 Discuss beliefs that influence health care practiceLO 6 Identify the role of culture in the delivery and utilization of health servicesLO 7 Identify health issues for disparate groupsLO 8 Explain the importance of a diverse health services workforceLO 9 Recognize factors related to disparate health outcomes for major ethnic groups in AmericaLO 10 Recognize the importance of self-evaluation and influence of personal bias
Public Health Sciences HSMCD & HS Learning Outcomes	<p>The Department of Public Health Sciences established the following five learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 344 course content targets outcome four below:</p> <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Definition of Credit Hours	<p>Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week for a total of 135 hours). This is a hybrid course and students will spend in class in lecture and out of class through online instruction. Please see course schedule for specific information. Students may spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work</p>



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activities may include, but are not limited to reading, writing, studying, research, and working on group projects.

Course Format This course is organized around one (1) syllabus agreement, five (5) reviews, weekly reflection board postings, completion of (3) IPE orientations, and one (1) fieldtrip report. All assignments must be completed for course fulfillment. The course grade will be determined as follows:

Syllabus Agreement	= 3%
Reviews	= 60% (5 @ 12% each)
Reflection Board Postings	= 25%
IPE Orientation	= 12% (3 @ 4% each)

In all instances, keep a copy of your submissions for your files in case of loss. All course assignments and exam grades will be posted to Blackboard. Grades cannot be given over the phone or by e-mail. Skipping any assignment, regardless of its point value, results in an incomplete for the course. Final course grades will be based on the following +/- point scale:

Letter grade	Grade Points	Interpretation
A	4.00	<i>The A range denotes excellent performance.</i>
A-	3.70	
B+	3.30	
B	3.00	<i>The B range denotes good performance.</i>
B-	2.70	
C+	2.30	
C	2.00	<i>The C range denotes satisfactory performance.</i>
C-	1.70	
D+	1.30	
D	1.00	<i>The D range denotes unsatisfactory performance.</i>
D-	0.70	



	F	0.00	<i>F denotes failing performance.</i>	
Important Academic Dates			Event	Date
			Weekday Classes begin	January 19
			Last day to withdraw and receive 100% refund	January 25
			Last day to withdraw and receive 40% refund	January 22
			Mid-semester point	March 9
			Spring Break begins	March 14
			Spring Break ends	March 20
			Last day to drop a course and receive a "W"	April 1
			Spring Classes end	May 5
			Study Day	May 6
			Final Exams	May 7 - 12
Readings, Course Documents, and Films	Students will have a set of assignments for each week of class, including those weeks for which we will not meet in person. These assignments consist of ancillary course readings from a variety of sources, online course documents, and online films. Students are responsible to read and or view all of these materials and must be prepared to thoughtfully discuss the content in class. An important note about course readings: This course is reading intensive. Because readings are the primary task in this course, I try to keep all other assignments to a minimum. I will randomly call on three to four students in class to share something from the assigned readings at EACH class period this semester. If, at any point in the semester, I feel that students have not taken seriously my requirement to read course materials, I will institute weekly quizzes and reserve the right to alter the course grading format to reflect such additions if necessary.			
Syllabus Agreement	Students are expected to complete an online activity confirming receipt of the course syllabus. <i>The purpose of the Syllabus Agreement is to assure students have read, understand and will comply with course expectations for HMCD 344 The Role of Culture in Health and Health Care class.</i> The syllabus agreement must be completed by the due date for Module 2.			
Reviews	<i>The five (5) online reviews may consist of multiple choice, fill-in-the-blank, and short answer questions. The purpose of the Reviews is to</i>			



assess student knowledge from all sources of course content. Students will have access to the reviews through Blackboard and will be limited to only one opportunity to launch and complete each review with a one-hour time limit. Reviews may cover lectures, films, and supplemental reading materials. For whatever reason students choose to miss a review, a make-up *may* be granted at the instructor's discretion with choice of format. Retakes of reviews, for any reason included technology failures, will be proctored by the WSU Counseling and Testing Center for a fee of \$10.

Reflection Board	<p>Students are required to participate in a reflection board that contains structured questions posed by the instructor. <i>The purpose of the Reflection Board assignment is for students to share their thoughts and comments on the course textbook, <u>The Spirit Catches You and You Fall Down</u>, readings and film content and to demonstrate, in writing, how these concepts shape social, behavioral, cultural, and environmental factors that impact community health.</i> Because a portion of each student's grade in this course will be based on my subjective determination of their reflection board participation, the board is intended not to replace classroom interaction, but to allow students an additional forum for which they may participate. All students are expected to participate in reflections on a weekly basis for full credit. Although there is no attached grade to individual reflection contributions, <i>per se</i>, they will assist students in assuring that full participation points are granted during the semester. Original thought may be incorporated, but reflection additionally will be evaluated based on general grammar, concept and demonstrated synthesis of course material as defined by the following grading rubric:</p> <table border="1"><thead><tr><th>Dimension</th><th>Exceeds Expectations Full Credit (25 points)</th><th>Meets Expectations Partial Credit (17 – 24 points)</th><th>Does Not Meet Expectations Limited Credit (0 – 16 points)</th></tr></thead><tbody><tr><td data-bbox="234 816 566 1057">Organization</td><td data-bbox="566 816 975 1057"><p>First statement clearly indicates the topic discussed</p><p>Logical sequence</p><p>Thoughtful conclusions</p></td><td data-bbox="975 816 1558 1057"><p>First sentence partially indicates the topic discussed</p><p>Mostly logical sequence</p><p>Conclusions misses a point</p></td><td data-bbox="1558 816 2040 1057"><p>Unable to discern the topic discussed</p><p>Illogical sequence</p><p>No discernable ending</p></td></tr><tr><td data-bbox="234 1057 566 1343">Content</td><td data-bbox="566 1057 975 1343"><p>All elements addressed with inclusion of lecture material, readings or at least one scholarly source of support</p><p>Substantive, with thoughtful conclusions</p></td><td data-bbox="975 1057 1558 1343"><p>One key area undeveloped</p><p>Minimally includes course lecture, readings or scholarly sources for support</p><p>Conclusions miss a point</p></td><td data-bbox="1558 1057 2040 1343"><p>Poorly developed</p><p>Only states, "I agree", "Yes", "No" or something similar</p><p>Does not include any scholarly source for support</p><p>No discernable ending</p></td></tr></tbody></table>	Dimension	Exceeds Expectations Full Credit (25 points)	Meets Expectations Partial Credit (17 – 24 points)	Does Not Meet Expectations Limited Credit (0 – 16 points)	Organization	<p>First statement clearly indicates the topic discussed</p> <p>Logical sequence</p> <p>Thoughtful conclusions</p>	<p>First sentence partially indicates the topic discussed</p> <p>Mostly logical sequence</p> <p>Conclusions misses a point</p>	<p>Unable to discern the topic discussed</p> <p>Illogical sequence</p> <p>No discernable ending</p>	Content	<p>All elements addressed with inclusion of lecture material, readings or at least one scholarly source of support</p> <p>Substantive, with thoughtful conclusions</p>	<p>One key area undeveloped</p> <p>Minimally includes course lecture, readings or scholarly sources for support</p> <p>Conclusions miss a point</p>	<p>Poorly developed</p> <p>Only states, "I agree", "Yes", "No" or something similar</p> <p>Does not include any scholarly source for support</p> <p>No discernable ending</p>
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	Grammar/Spelling	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors
	Timeliness	On time	On time	Late
IPE Orientation	<p>Students will complete three, self-guided online Inter Professional Education (IPE) orientations during Module 4. Inter Professional Education is “when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010). Therefore, <i>the purpose of the IPE Orientation assignment is for students to more about the importance of collaborative patient-centered practice that promotes effective communication and improves professionalism in health services</i> by completing the following activities:</p> <ul style="list-style-type: none">• IPE Orientation: What is IPE?• IPE Orientation: Professional Roles• IPE Orientation: Students in IPE Program			
Technology	<p>This is a hybrid, Blackboard enhanced course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend’s computer, one at work, one at public library or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails and posting assignments. The Blackboard system also will be used for the delivery of some course materials, to administer examinations, and to post all reviews. Students are required to review Blackboard for ancillary reading assignments and must be prepared to thoughtfully discuss the posted materials. Posted materials may consist of Internet sites, PDF files, and MS-Word files.</p>			
Cultural Resources and Course Extras	<p>Students will find two OPTIONAL content areas through Blackboard titled Cultural Resources and Course Extras. <i>The purpose of the Cultural Resources and Course Extras Blackboard content is to serve as a location for new, interesting or emerging information of interest.</i> There are very good culturally-informed care resources and intriguing information found through these content areas and students are encouraged to select content to view and read at their discretion.</p>			
Participation and Conduct	<p>Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but			



please be aware that all course communications will be made through the Wichita.edu system. Sign all email correspondences with both first and last name.

- Write "HMCD 344" in the subject line of all email correspondences.
- Expect up to a 24 hour delay, excluding weekends, for response to email correspondences that conform to the above mentioned expectations.
- Adherence to general netiquette standards (see [The Core Rules of Netiquette](#)) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind *may* receive expulsion and an automatic F for the course.
- Write your first and last name on all assignments (on the paper itself).
- Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).
- Proper [parenthetical in-text citation](#) in standardized formats is expected as necessary – see [OWL](#) for an online, comprehensive and update source for citation.
- Attach any files as a document in MSWord format.
- If the Blackboard system is down, contact your instructor **only** after you first have contacted [WSU OneStop](#).
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
- Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.
- Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
- Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).
- Use the Shocker Alert System to be contacted by WSU through email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy.



	http://webs.wichita.edu/inaudit/ch2_17.htm .						
Disability Services	<p>Recording devices are not allowed. If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>						
Counseling and Testing	<p>The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p>						
Intellectual Property and Copyright Notice	<p>Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.</p> <p>Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are copyrighted and may not be used without permission. Video and audio recording of lectures without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings and lecture materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.</p>						
Course Schedule	<p style="text-align: center;">Tentative Schedule</p> <table border="1"><thead><tr><th>Module Date</th><th>Module Content and Objectives</th><th>Module Assignments</th></tr></thead><tbody><tr><td>Module 1 Jan 19</td><td><p>Course Introduction</p><ul style="list-style-type: none">• Review course syllabus, expectations, format and content• Review public health Core Functions and Essential Services</td><td><ul style="list-style-type: none">• Syllabus Agreement• Reading: van Ryn, Michelle and Steven Fu “Paved with Good Intentions: Do Public Health and Human Service Providers Contribute to Racial/Ethnic Disparities in Health?” in American Journal of Public Health, Vol 93, No. 2, February</td></tr></tbody></table>	Module Date	Module Content and Objectives	Module Assignments	Module 1 Jan 19	<p>Course Introduction</p> <ul style="list-style-type: none">• Review course syllabus, expectations, format and content• Review public health Core Functions and Essential Services	<ul style="list-style-type: none">• Syllabus Agreement• Reading: van Ryn, Michelle and Steven Fu “Paved with Good Intentions: Do Public Health and Human Service Providers Contribute to Racial/Ethnic Disparities in Health?” in American Journal of Public Health, Vol 93, No. 2, February
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		<p>Cultural Competency & Health</p> <ul style="list-style-type: none">• Discuss why cultural competence is an emerging issue of importance in health services• Evaluate cultural competency from an institutional/financial/quality perspective	2003
	Module 2 Jan 26	<p>What's Culture & Why Does it Matter?</p> <ul style="list-style-type: none">• Define culture• Explore worldview formulation <p>Cultural Meaning of Sickness and Healing</p> <ul style="list-style-type: none">• Compare and contrast health and illness from different cultural perspectives• Explore constructions of health and illness <p>Demographics & Disparity</p> <ul style="list-style-type: none">• Examine health disparity and health care disparity• Outline disparate health outcomes	<ul style="list-style-type: none">• Reading: Miner, Horace. 1997 "Body Ritual of the Nacirema" in <i>Magic, Witchcraft, and Religion</i> 4th edition. Edited by Arthur Lehmann and James Myers. Mayfield.• Reading: Luhrmann, T.M. 2014 "How Culture Shapes our Senses" in <i>The New York Times</i>. Sept. 5.• Edberg chapters 1 & 2• Fadiman chapters 1 -3• Reflection Board due LO 2, LO 4
	Module 3 Feb 2	<p>No Class – Blackboard Content Only</p> <p>The Scope of Disease</p> <ul style="list-style-type: none">• Recognize health system challenges in America• Explore barriers to health for populations• Investigate decision-making struggles for the sick• Compare and contrast American health care system with selected systems in other countries	<ul style="list-style-type: none">• Film: Sick Around America• Reading: Crosby, Sondra S. 2015 "When the System Fails" in <i>The New York Times</i>. Feb 25.• Reading: Gawande, Atul. 2015 "America's Epidemic of Unnecessary Care" in <i>The New Yorker</i>. May 11.• Fadiman chapters 4 & 5• Reflection Board due LO 4• Review 1 available (due February 9 by 7:00 pm) LO 1, LO 2, LO 3, LO 4
	Module 4 Feb 9	<p>The Culture of Health Care</p> <ul style="list-style-type: none">• Describe the biomedical model• Deconstruct mind/body dichotomy that drives biomedical system	<ul style="list-style-type: none">• Reading: Blumhagen, Dan. 1979 "The Doctor's White Coat: The Image of the Physician in Modern America" in <i>Annals of Internal Medicine</i>.• Reading: Schumann, John Henning. 2015 "A Doctor



		<ul style="list-style-type: none">• Compare biomedicine to ethnomedicine• Recognize key assumptions of biomedical system <p>Medical Knowledge, Power & Social Control</p> <ul style="list-style-type: none">• Explore role of authoritative knowledge in healing• Analyze medicine as a cultural system with its own rules and boundaries <p>Technologies & Health</p> <ul style="list-style-type: none">• Explore how technologies drive change in health services• Examine cross-cultural differences in acceptance and utilization of technologies	<p>"Wrestles with Whether to Keep Wearing His White Coat" in Shots Health News From NPR. November 23.</p> <ul style="list-style-type: none">• Reading: Rovner, Julie "Medical Schools Reboot for 21st Century" in NPR Shots Health News, April 9, 2015• Reading: Stein, Rob. 2015 "Researchers Find Lapses in Hospitals' Policies For Determining Brain Death" in Shots Health News from NPR. December 28.• Reading: Bruzek, Alison "More Women Skip Some Prenatal Tests After Learning About Risks" in Shots Health News from NPR. September 24.• Edberg chapters 3 & 6• Fadiman chapter 6 <p>Reflection Board due LO 4, LO 5, LO 6</p>
Module 5 Feb 16	<p>Life Course</p> <ul style="list-style-type: none">• Explore concept of life course• Discuss bias/boundaries/definitions of life course stages in Western world• Compare and contrast cross-cultural differences in life course construction• Examine medical/legal limitations related to life course <p>Personhood, Identity & Gender</p> <ul style="list-style-type: none">• Explore notion of personhood• Compare and contrast cross-cultural differences in personhood construction• Compare and contrast cultural variation in identity and gender construction• Discuss health disparity by identity and gender	<ul style="list-style-type: none">• Reading: Gildea, Terry "Combat Vet Says Gender Bias Let to Untreated PTSD" in NPR Special Series Impact of War Project, March 20, 2010• Reading: Beyer, Dana. 2013 "Our Evolving Multi-Gender Society" in HuffPost Gay Voices Blog. Sept 10.• Reading: King, Barbara J. 2015 "What Does it Mean to Be Intersex?" in Cosmos and Culture: Commentary on Science and Society. NPR. Nov 20.• Audio: Do I Sound Gay?• Edberg chapters 7 & 8• Fadiman chapter 7• Film: Growing Up Trans <p>Reflection Board due LO 6</p> <p>Review 2 available (due February 23 by 7:00 pm) LO 1, LO 2, LO 5, LO 6</p>	
Module 6	No Class – Blackboard Content Only	<ul style="list-style-type: none">• Film: Living Old	



	Feb 23	End-of-Life and Death in America <ul style="list-style-type: none">• Discover barrier to health for older populations• Investigate decision-making struggles for dying patients• Assess the relationship between chronic disease and end-of-life decision-making	<ul style="list-style-type: none">• Reading: Aviv, Rachel. 2015 “Who Has the Right to Die” <i>in</i> The New Yorker. June 22.• Film: Facing Death• Film: Being Mortal• Film: The Suicide Tourist• Fadiman chapter 8• Reflection Board due LO 2, LO 4
	Module 7 Mar 1	Race & Ethnicity <ul style="list-style-type: none">• Describe difference between race and ethnicity• Illustrate racism and structural oppression in America• Examine effect of race and ethnicity in eliciting differing responses from health providers Bias & Health Research <ul style="list-style-type: none">• Explore history of bias in ethnic and racial studies of health• Review limitation to current research on race/ethnicity and health outcomes• Watch in-class film: Robert Phillips• Discuss key issue from in-class film	<ul style="list-style-type: none">• Reading: Parrillo, Vincent N. 2005 Chapter 9 “Is Multiculturalism a Threat?” <i>in</i> <u>Diversity in America</u>, 2nd ed. Pine Forge.• Reading: Demby, Gene “Are You, Like, African-AMERICAN Or AFRICAN-American?” <i>in</i> NPR Code Switch Blog, August 09, 2014• Reading: Demby Gene “Why We Have so Many Terms for ‘People of Color’” <i>in</i> NPR Code Switch Blog, November 7, 2014• Reading: Tsui, Bonnie. 2015 “Choose Your Own Identity” <i>in</i> The New York Times Magazine. Dec 14.• Reading: Dembosky, April. 2015 “Can Health Care Be Cured of Racial Bias?” <i>in</i> Shots Health News from NPR. August 24.• Reading: Barness, Sarah. 2014 “Striking Photos Challenge the Way We See Blackness” <i>in</i> The Huffington Post. Feb 13.• Edberg chapters 9 & 10• Fadiman chapter 9• Film: A Class Divided• Reflection Board due LO 2, LO 3
	Module 8 Mar 8	Stress, Pain & Religion <ul style="list-style-type: none">• Compare and contrast cultural differences in perception of stress and pain	<ul style="list-style-type: none">• Reading: Helman, Cecil G. 2000 Chapter 7 “Pain and Culture” <i>in</i> <u>Culture, Health and Illness</u>, 4th ed. Hodder Arnold.• Reading: Stetka, Bret. 2015 “Could Depression Be Caused



		<ul style="list-style-type: none">• Discuss private pain vs. public pain• Explore role of religion and prayer for stress and pain <p>Mental Health</p> <ul style="list-style-type: none">• Explore culture bound syndromes• Watch in-class film: Alicia Mercado• Discuss key issues from in-class film	<p>By An Infection?" <i>in</i> Shots Health News from NPR. Oct 26.</p> <ul style="list-style-type: none">• Cartoon: Holmes, Lindsay 2014 "What If People Treated Physical Illness Like Mental Illness?"• Edberg chapters 4 & 5• Fadiman chapters 10 & 11• Reflection Board due LO 7• Review 3 available (due March 22 by 7:00 pm) LO 2, LO 4, LO7
Mar 15		No Class – WSU Fall Break	
Module 9 Mar 22		No Class – Blackboard Content Only Stigma & Chronicity <ul style="list-style-type: none">• Explore cultural values and stereotypes associated with stigmatized illness• Examine the challenges to appropriate mental health care and treatment in America	<ul style="list-style-type: none">• Reading: Inhorn, M "Genital Herpes: An Ethnographic Inquiry into Being Discreditable in American Society" <i>in</i> Medical Anthropology Quarterly, Vol. 17, No. 3 (May, 1986), pp. 59-63• Film: Dying to be Thin• Reading: Doucleff, Michaeleen "Covering Up With the Hijab May Aid Women's Body Image" <i>in</i> NPR Goats and Soda Blog, September 15, 2014• Reading: Cusido, Carmen. 2015 "Eat Up": How Cultural Messages Can Lead to Eating Disorders" <i>in</i> The Salt. Dec 10.• Film: The New Asylums• Reading: Sullivan, Laura. 2014 "Mentally Ill Are Often Locked Up in Jails That Can't Help" <i>in</i> Around The Nation. Jan 21.• Fadiman chapter 13• Reflection Board due LO 4, LO 7
Module 10 Mar 29		Health Literacy <ul style="list-style-type: none">• Explore connection between health literacy and cultural competency• Review health outcomes associated with low	<ul style="list-style-type: none">• Reading: Kleinman, Arthur and Peter Benson. 2006 "Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It" <i>in</i> PLOS Medicine Vol. 3, No. 10.



		<ul style="list-style-type: none">• health literacy• Recognize standards and limitation when using translators and interpreters• Review plain language standards• Recognize importance of congruent explanatory models• Watch in-class film: Mohammed Kochi• Discuss key issues from in-class film <p>Humility: The Person-Centered Approach</p> <ul style="list-style-type: none">• Evaluate how health services professional's values affect quality in care• Discuss responsibility to uphold standards of culturally informed care as professionalism	<ul style="list-style-type: none">• Reading: Raff, Jeremy. 2015 "Hospitals Struggle to Help Farmworkers Who Speak Triqui or Mixteco" <i>in</i> Shots Health News From NPR. Sept 29.• Reading: Lamas, Daniela J. 2015 "The Danger of Knowing 'Just Enough' Spanish" <i>in</i> The New York Times. Nov 12.• Fadiman chapter 12• Reflection Board due LO 5, LO 6
Module 11 Apr 5	No Class – Blackboard Content Only Interprofessionalism in Health Services <ul style="list-style-type: none">• Explain the importance of inter-professionalism in health services	<ul style="list-style-type: none">• Activity: IPE Orientation: What is IPE? LO 5, LO 6• Activity: IPE Orientation: Professional Roles LO 5, LO 6• Activity: IPE Orientation: Students in IPE Program LO 5, LO 6 <ul style="list-style-type: none">• Reading: Rovner, Julie. 2015 "Kaiser Permanente's New Medical School Will Focus on Teamwork" <i>in</i> Shots Health News from NPR. December 18.	
Module 12 Apr 12	Population Health Disparity <ul style="list-style-type: none">• Examine disparate health outcomes for Asian and Pacific Islander populations• Examine disparate health outcomes for American Indian populations• Examine disparate health outcomes for Hispanic populations• Watch in-class Film: Justine Chitsena• Discuss key issues from in-class film	<ul style="list-style-type: none">• Reading: McLaughlin, Linda A.. and Kathryn Braun. "Asian and Pacific Islander Cultural Values: Health Care Decision Making" <i>in</i> Health and Social Work, (May) 1998: 116(11).• Reading: Kelly, Casey. 2015 "Will Pregnancy Tests in Alaska Bars Dissuade Moms-to-Be from Drinking?" <i>in</i> All Things Considered. May 12.• Film: Proud to Be from the National Congress of American Indians• Reading: Larkey, Linda Kathryn, et al. "Hispanic Cultural	



		<p>Norms for Health-Seeking Behaviors in the Face of Symptoms" <i>in Health Education and Behavior</i> 2001; 28; 65</p> <ul style="list-style-type: none">• Fadiman chapter 14 & 15• Reflection Board due LO 5, LO 6, LO 7, LO 9• Review 4 available (due April 19 by 7:00 pm) LO 7, LO 0, LO 10
Module 13 Apr 19	<p>Population Health Disparity</p> <ul style="list-style-type: none">• Examine disparate health outcomes for white Euro-American populations• Examine disparate health outcomes for black American populations• In-class film: The Deadly Deception	<ul style="list-style-type: none">• Reading: Vivian, Carrie and Lauren Dundes. "The Crossroads of Culture and Health among the Roma (Gypsies)" <i>in Journal of Nursing Scholarship</i>, 2004.• Reading: Tweedy, Damon. 2015 "The Case for Black Doctors" <i>in The New York Times</i>. May 15.• Fadiman chapter 16 & 17• Reflection Board due LO 5, LO 6, LO 7, LO 9
Module 14 Apr 26	<p>No Class – Blackboard Content Only</p> <p>Differing Abilities</p> <ul style="list-style-type: none">• Examine the culture of disability• Assess the relationship between chronic disease and ability	<ul style="list-style-type: none">• Reading: Jaarsma, P and Welin, S "Autism as a Natural Human Variation: Reflections on the Claims of the Neurodiversity Movement" <i>in Health Care Analysis</i>, Vol 20, Issue 1 (2014) pp 20 – 30• Reading: Eveleth, Rose "Beyond the Smiley-Face Pain Scale" <i>in The New Yorker</i>, January 7, 2015• Reading: Poon, L "She Rode To Success On Her Family's Backs — Literally" <i>in NPR Goats and Soda Blog</i>, August 10, 2014• Reading: Shapiro, Joseph "How a Law to protect Disabled Americans Became Imitated Around the World" <i>in NPR Goats and Soda Blog</i>, July 24, 2015• Film: Rolling• Fadiman chapter 18 & 19• Reflection Board due LO 2, LO 4, LO 5
Module 15	<p>Changing the Model</p>	<ul style="list-style-type: none">• Reading: Goode, T. et al. 2003 "Shaman and Physicians



	May 3	<ul style="list-style-type: none">• Explore and discuss the role of culture brokers• Examine models for brokering care<ul style="list-style-type: none">○ Guest: Sonja Armbruster, CCSR• Discuss applying the concept of culturally-informed care• Explore and recommend ways to improve culturally-informed health services	<p>Partnering for Improving Health for Hmong Refugees" in <u>Bridging the Cultural Divide in Health Care Settings: The Essential Role of Cultural Broker Programs</u> National Center For Cultural Competence, Georgetown University.</p> <ul style="list-style-type: none">• Reading: National Center for Cultural Competence. 2003 "The Use of Cultural Rituals as Part of the Therapeutic Process: San Francisco Children's System of Care" in <u>Bridging the Cultural Divide in Health Care Settings: The Essential Role of Cultural Broker Programs</u>, Georgetown University.• Edberg 11 & 12• Review 5 available (due May 10 by 7:00 pm) LO 7, LO 8, LO 9, LO 10
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: http://www.wichita.edu/thisis/home/?u=titleixf		
Inclusive Excellence	Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.		

Wichita State University
HMCD 356
Introduction to Health Care Administration and Policy
Fall 2016

Time	Monday 7:05 to 9:45 PM
Classroom	AH 110
Instructor:	Abigail Arthur
Office	AH 135B
Office Hours	Monday before or after class
Phone	316-978-3060
E-mail	abigail.arthur@wichita.edu
Preferred Contact Method:	Email

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.
(Indicate if any changes will be made and how they will be communicated to the student.)

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct
http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy
http://webs.wichita.edu/inaudit/ch2_17.htm.

[If your department or college has a policy on academic honesty, insert a link here. Also, be sure to specify which penalties you will pursue under the above policies when you discover cases of academic dishonesty.]

Definition of a Credit Hour

This is a 3 credit hour class: Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Course Description

This course provides an introduction to the underlying principles, practices and concepts of health services administration both from an individual and organizational perspective. The course covers planning, decision-making, influencing and effecting change. Emphasis is placed how health care policy, an organization's external and internal environment and technology influence organizational strategy, design and function.

Learning Outcomes

Upon satisfactory completion of this course, students will be able to:

- LO #1 Define the functions of management in a health care setting

- LO#2 Define the role and ethical responsibilities of health services administrators and managers.
- LO #3Examine the healthcare environment from a systems perspective with respect to external and internal forces.
- LO #4 Explain how health services administrators affect health policy making and how health policy affects the delivery of health care
- LO #5 Analyze industry trends and examine the effects on the health care system from an economic, political, technological and social perspective.

Format

The course format will include a mixture of lecture, case studies, and readings from current literature that illustrate the components, dynamics and impact of management and policy in healthcare administration. The case studies are an important aspect of the course as they allow students to apply the learned basic principles to real-world situations. Case studies will usually be discussed in class.

Text and Readings

The text and readings are an integral part of this course. Each student is expected to have read the assigned chapters from the text as well as the assigned cases and journal readings prior to class. This is an introductory course to the principles of management in the health care system. There is a potentially overwhelming amount of information available about the subject. The text, cases and readings together serve to focus our attention on the most significant principles and their applications. Additional readings may be posted on Blackboard and/or assigned in class.

Text: There is one text: **Management of Healthcare Organizations, An Introduction, Second Edition** by Peter C. Olden, published by Health Administration Press /Association of University Programs in Health Administration, 2015. The text is required and will be used in class, so bring your text to class.

Journal articles and other readings: The journal and article readings are intended to familiarize you with some of the key journals and other sources in our field; to emphasize, add depth to, and explore real-world applications of fundamentals covered in the text and lectures; and to provide stimuli for discussion.

Finding the assigned readings:

WSU Libraries: You may access the journals through the WSU library online Electronic Resources eJournals, unless otherwise noted. To access the journal articles through WSU: from WSU home page, go to WSU Libraries, select eJournals, type in the name of the journal, select a search engine that offers the dates of the journal issue you are searching for, select the issue date, open the issue and select the article you are looking for. There are numerous other ways to find a specific journal article.

On-line sources: Some of the readings are web-based and citations are provided.

Reading journal articles is a learned skill. Some students have found the following hints to be useful in developing this skill:

1. Read the abstract (or summary) first if one is available.
2. Skim the entire article.
3. Ask yourself
 - a. What is the main point of this article?
 - b. How does this article relate to the text and/or class discussion?
 - c. Why would this article be included as required reading?
 - d. Is there anything controversial in the article?
4. Reread the entire article, and then ask yourself: Can I summarize this article in a few sentences?

Blackboard

This course is Blackboard-enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be posted in advance of class, although be aware that class presentations may be modified up to class time. Any course changes and/or readings changes will be posted on Blackboard.

Case Studies

We will have several case studies during the semester. Generally, we will begin the case study in class, and you will complete the case study as homework. Cases are posted on Blackboard. Note that several cases are instructor provided and several are from the text. Each case study is due in Safe Assignment one week after class discussion of the subject matter. The case studies constitute 5% of the course grade. Each case study is worth one point. Case studies submitted in excess of five will be counted as extra credit.

Testing and Grading

There will be three exams. Class participation, including case presentations, will be 10% of the course grade. If a student misses an exam, a make-up may be granted at the instructor's discretion. Make-up exams will consist of the instructor's choice of format. Grade composition is as follows:

25%	First exam	LO #1,2
30%	Second exam	LO #3,4
30%	Final exam	LO #5
10%	Class participation and quizzes	LO #5
5%	Homework case studies	LO #1,2,3,4,5

All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.

Final course grades will be based on the following scale:

93-100 A	4.0	80-82 B-	2.7	67-69 D+	1.3
90-92 A-	3.7	77-79 C+	2.3	63-66 D	1.0
87-89 B+	3.3	73-76 C	2.0	60-62 D-	0.7
83-86 B	3.0	70-72 C-	1.7	0-59 F	0.0

Attendance, Participation and Conduct

Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. Every student is expected to participate in class discussions. Obviously you cannot participate if you are not in class. Therefore, class attendance is essential. Feel free to visit with me outside of the classroom as well.

Class will begin and end at the scheduled times. You are expected to arrive on time and remain seated and attentive until dismissed. If unusual circumstances require you to arrive late or to leave early, please let me know in advance.

Recording devices are not permitted, but use of electronic devices such as laptops is welcome (except for in-class exams). Please place cell phones in silent, vibrate or off mode. Use of cell phones and other electronic devices for communication (sending or receiving) during class is disruptive and is not permitted.

Cheating in any form, plagiarism or other misrepresentation of work, disruptive behavior and/or talking in class while others are speaking will not be tolerated and could result in disciplinary action up to and including an automatic F for the course and reporting to the university.

Extra Credit Book Reports:

Students desiring an extra credit assignment may read and report on up to three of the books listed in the “Extra Credit Book List” on Blackboard. To receive extra credit, please submit a 3-5 page summary/analysis/critique through Safe Assignment. Please be sure that your report reflects your personal summary/analysis/critique/learning and not the content of a published book summary. Book reports must be posted on Blackboard one week prior to the final exam to be considered. Each book report will be worth up to five points added to your final exam grade. You may submit a maximum of three book reviews. Each book review must be original work for this course and not have been submitted for credit in other courses.

Important Academic Dates

For _____ semester 20_____, classes begin _____, _____ 20_____, and end _____, _____, 20_____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20_____. There are no classes on _____, 20_____. The final exam period is _____, 20_____.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS

without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Course Outline and Readings

<u>Date</u>	<u>Topic and Readings</u>
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Wk 1	<p>HAP 1: Course Introduction</p> <p><u>Readings:</u></p> <ol style="list-style-type: none">1. Text: Preface2. “A Practical Roadmap for the Perilous Journey from a Culture of Entitlement to a Culture of Accountability”, Nathan S. Kaufman, <u>Journal of Healthcare Management</u>, Sep/Oct 2011, v56:5, p. 2993. “An Argument for the Integration of Healthcare Management with Public Health Practice,” Daniel K. Zismer, <u>Journal of Healthcare Management</u>, Jul/Aug 2013, v58:4, p. 253.4. “Advancing the State of the Art in Healthcare Strategic Planning”, Alan M. Zuckerman, <u>Frontiers of Health Services Management</u>, Winter 2006, v23:2, p. 3
Wk 2	<p>HAP 2: External Environment</p> <p><u>Readings:</u></p> <ol style="list-style-type: none">1. Text Ch 1: Health, Healthcare and Healthcare Organizations2. “How to Make Sense of Weak Signals”, Paul J. H. Schoemaker and George S. Day, <u>MIT Sloan Management Review</u>, Spring 2009, v 50:3, p. 81.3. “Drive-Thru Health Care: How McDonald’s Inspired an Urgent Care Gold Rush”, Brian Solomon, Forbes, Jul 21, 2014, p. 92 available at http://onforb.es/1qxTUGk

	4. Case study #1: “External Environment” (submit through Safe Assignment prior to class on Feb 9)
Wk 3	HAP 3: Internal Analysis and Developing Competitive Advantage <u>Readings:</u> 1. Text Ch 3: Planning p. 35-46 2. “Connected Health: A Review of Technologies and Strategies to Improve Patient care with Telemedicine and Telehealth”; Joseph Kvedar, Molly Joel Coye and Wendy Everett; <u>Health Affairs</u> , Feb 2014; v33:2; p. 194. 3. “Successful Strategic Planning for a Reformed Delivery System” Alan M. Zuckerman, <u>Journal of Healthcare Management</u> , May/Jun 2014, v59:3, p. 168. 4. Case study #2: “Creating Value” (submit through Safe Assignment prior to class on Feb 16)
Wk 4	HAP 4: Developing, Evaluating and Implementing Strategic Alternatives <u>Readings:</u> 1. Text a. Ch 3 Planning p. 46-55 b. Ch 12 Making Decisions and Solving Problems 2. “The Hospital of the Future: The Vision, the Journey and the Reality, Michael H. Covert, FACHE, <u>Frontiers of Health Services Management</u> , Fall 2014, v31:1, p. 18. 3. “Why Hospital Improvement Efforts Fail: A View from the Front Lines” Charles O. Longenecker, PhD and Paul N. Longenecker, PhD, <u>Journal of Healthcare Management</u> , Mar/Apr 2014, v59:2, p. 147.
Wk 5	EXAM
Wk 6	HAP 5: Management <u>Readings:</u> 1. Text: Ch 2 Management 2. “Managers and the New Definition of Quality” Allison A. Chilgren, <u>Journal of Healthcare Management</u> , Jul/Aug 2008, v53:4, p. 221. 3. “Managing to Customer Specifications” Gary S. Kaplan, MD, <u>Journal of Healthcare Management</u> , Sep/Oct 2012, v57:5, p. 304. 4. “The Management Springboard: Eight Ways to Launch Your Career as a Healthcare Leader” Jack Schlosser, <u>Journal of Healthcare Management</u> , Jan/Feb 2014, v59:1, p. 14. 5. Case study #3: “Taking Care of Business at Graceland Memorial Hospital” (text case study #5 on p. 34 of text. Submit through Safe Assignment prior to class on Mar 9)
Wk 7	HAP 6: Organizing

Readings:

1. Text
 - a. Ch 4 Organizing: Jobs, Positions and Departments
 - b. Ch 5 Organizing: Organizations
 - c. Ch 6 Organizing: Groups and Teams
2. “Realizing Patient-Centered Care: Putting Patients in the Center, Not the Middle” Nancy J. Steiger and Agnes Balog, Frontiers of Health Services Management, Summer 2010, v26:4, p. 15.
3. “Monkey Business” Ken Blanchard, Bill Oncken and Hal Burrows available at <http://www.hfrr.ksu.edu/doc2361.ashx>
4. Case study #4: “Organizing the Physician Clinic” (Submit through Safe Assignment prior to class on Mar 23)

Wk 8 HAP 7: Staffing

Readings:

1. Text
 - a. Ch 7 Staffing: Obtaining Employees
 - b. Ch 8 Staffing: Retaining Employees
2. “Leading a Multigenerational workforce: Strategies for Attracting and Retaining Millennials”; Terrance F. Cahill, EdD, FACHE and Mona Sedrak, PhD, PA; Frontiers of Health Services Management; Fall 2012; v29:1; p. 3.
3. Case study #5: “Taking Care of Business at Graceland Memorial Hospital” (text case study #4 on p. 161 of text. Submit through Safe Assignment prior to class on Mar 30)

Wk 9 HAP 8: Leading

Readings:

1. Text
 - a. Ch 9 Leading: Theories and Models
 - b. Ch 10 Leading: Motivating and Influencing
2. “Leadership in Challenging Times: It Starts with Passion” Debra Sukin, Frontiers of Health Services Management, Winter, 2009, v26:2, p. 3
3. “The Most Effective Leadership Style for the New Landscape of Healthcare” John Delmatoff, FACHE and Ian R. Lazarus, Journal of Healthcare Management, Jul/Aug 2014, v59:4, p. 245.
4. “Henry Mintzberg: Still the Zealous Skeptic and Scold”, Robert J. Allio, Strategy and Leadership, 2011, v39:2, p. 4.

Wk 10 EXAM

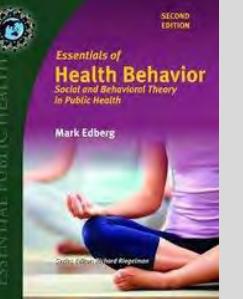
Wk 11	HAP 9: Controlling <u>Readings:</u> 1. Text a. Ch 12 Controlling and Improving Performance b. Ch 14 Managing Change 2. "Decisions Through Data: Analytics in Healthcare" Mary J. Wills, <u>Journal of Healthcare Management</u> , Jul/Aug 2014, v59:4, p. 254. 3. "Waste Not: The Management Imperative for Healthcare" Gary S. Kaplan, MD, <u>Journal of Healthcare Management</u> , May/Jun 2012, v57:3. P. 160. 4. Case study #6 "Creating a Balanced Scorecard" (Submit through Safe Assignment prior to class on Apr 20)
Wk 12	HAP 10: Culture and Ethics Guest Speaker: Rev Rick Thornton <u>Readings:</u> 1. Text: Ch 11 Leading: Culture and Ethics 2. "Culture Eats Strategy for Lunch", Shawn Parr, Fast Company.com, Jan 24, 2012. http://www.fastcompany.com/1810674/culture-eats-strategy-lunch 3. "A Moral Compass for Management Decision Making: A Healthcare CEO's Reflections" John J. Donnellan, Jr, <u>Frontiers of Health Services Management</u> , Fall 2013, v30:1, p. 14. 4. "First Principles: Substantive Ethics for Healthcare Organizations", Eva C. Winkler, M. D. and Russell L. Gruen, M. D., <u>Journal of Healthcare Management</u> , Mar/Apr 2005, v50:2, p. 109. 5. Case study #7: "Taking Care of Business at Graceland Memorial Hospital" (text case study #2 on p. 225 of text. Submit through Safe Assignment prior to class on Apr 27)
Wk 13	HAP 11 Innovation and Entrepreneurship <u>Readings:</u> 1. "The Rules"; Bluestein, Buchanan, Lapowsky and Schurenberg; <u>Inc.</u> , Feb 2013, p. 48. 2. "New Blood", Roger Parloff, <u>Fortune</u> , Jun 30, 2014, v168:9, p. 64.
Wk 14	HAP 12 Philosophy on Success <u>Readings:</u> 1. Text: Ch 15 Professionalism and Communication 2. "You, Inc"; Kaley L. Meadows and John J. Buckley, FACHE, <u>Journal of Healthcare Management</u> ; May/Jun 2014; v59:3; p. 3.
Wk 15	FINAL EXAM



WICHITA STATE UNIVERSITY

**COLLEGE OF
HEALTH PROFESSIONS**

*Department of
Public Health Sciences*

Syllabus	HMCD 413 – Introduction to Social & Behavioral Aspects of Public Health Spring 2017 – CRN XXXXX
Instructor Information	Nikki Keene Woods, PhD, MPH, MA Department of Public Health Sciences x Office: 135c AH Phone: 316-978-3060 Email: nikki.keenewoods@wichita.edu (best contact method) In-Person and Virtual Office Hours: Tuesday from 1-3 PM and by appointment
Graduate Teaching Assistant Information	Lamin Barrow In-Person and Virtual Office Hours: Wednesday from 9-11 AM and by appointment Email: libarrow@wichita.edu
How to Use this Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. If any changes are made to the course they will be posted on blackboard and emailed to students.
Required Textbook	 <p><i>Essentials Of Health Behavior</i> by Mark Edberg, Jones & Bartlett Learning; 2 Edition ISBN-13: 9781284072518 Additional selected readings available through Blackboard</p>
Course Description	This course is based on the assumption that public health is a multi-disciplinary field aimed at reducing preventable morbidity and premature mortality, and promoting a higher quality of life in populations and groups through health intervention. Although we recognize that biological, physical, and medical care factors contribute to population health outcomes, this course emphasizes the relationship of behaviors as well as social and political structures to health outcomes. The course highlights the importance of both local contexts and global practice for understanding and improving health. A social ecological framework forms the conceptual basis of the course, focusing attention on interactions between four levels of factors: individual, interpersonal, community, and population. The course is designed to encourage an appreciation of the wealth of conceptual and methodological approaches in the social and behavioral

	sciences that can inform public health practice and research.								
Course Learning Outcomes	<p>Through the format and content of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the major social, cultural, and psychological theories and concepts associated with behavioral-based public health issues. 2. Identify causes of social and behavioral factors that affect health of individuals and populations. 3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. 4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. 5. Assess the relative contribution of interpersonal and intra-personal influences on public health problems. 6. Apply major theories and frameworks to understanding personal health behavior and experience. 7. Integrate major theories and frameworks to develop a more complete understanding of a selected public health issue. 								
Course Format	This course is an ONLINE course. The online structure may include: lecture, discussion, seminar discussion/presentations, individual/group assignments, and additional formats consistent in meeting the course objectives. See the course schedule below for more details and dates.								
Course Structure	<p>This course is organized around 15 weeks. Course points are earned through: online class attendance, discussion participation, ten (10) assessments, one (1) case reports, and one (1) community interview. The course grade will be determined as follows:</p> <table border="1"> <tr> <td>Attendance/Discussion Participation</td> <td>25%</td> </tr> <tr> <td>Ten Quizzes</td> <td>35%</td> </tr> <tr> <td>Case Report</td> <td>20%</td> </tr> <tr> <td>Community Interview</td> <td>20%</td> </tr> </table> <p>Please note each assignment has a due date, so be sure to stay on task! Skipping any assignment, regardless of its point value, results in an incomplete for the course. <u>All assignments must be completed for course fulfillment.</u></p> <p>Grades will be posted to Blackboard and shall be based on the following +/- point scale:</p>	Attendance/Discussion Participation	25%	Ten Quizzes	35%	Case Report	20%	Community Interview	20%
Attendance/Discussion Participation	25%								
Ten Quizzes	35%								
Case Report	20%								
Community Interview	20%								

	<table border="0"> <tr><td>93 – 100</td><td>= A</td><td>Excellent Performance</td></tr> <tr><td>90 – 92</td><td>= A-</td><td></td></tr> <tr><td>87 – 89</td><td>= B+</td><td>Good Performance</td></tr> <tr><td>83 – 86</td><td>= B</td><td></td></tr> <tr><td>80 – 82</td><td>= B-</td><td></td></tr> <tr><td>77 – 79</td><td>= C+</td><td>Satisfactory Performance</td></tr> <tr><td>73 – 76</td><td>= C</td><td></td></tr> <tr><td>70 – 72</td><td>= C-</td><td></td></tr> <tr><td>67 – 69</td><td>= D+</td><td>Unsatisfactory Performance</td></tr> <tr><td>63 – 66</td><td>= D</td><td></td></tr> <tr><td>60 – 62</td><td>= D-</td><td></td></tr> <tr><td>< 59</td><td>= F</td><td>Failing Performance</td></tr> </table>	93 – 100	= A	Excellent Performance	90 – 92	= A-		87 – 89	= B+	Good Performance	83 – 86	= B		80 – 82	= B-		77 – 79	= C+	Satisfactory Performance	73 – 76	= C		70 – 72	= C-		67 – 69	= D+	Unsatisfactory Performance	63 – 66	= D		60 – 62	= D-		< 59	= F	Failing Performance
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Course Technology	<p><u>Course Website</u> Readings, presentations, and instructions for discussion activities are all available in the course website, found by entering your student ID and password at http://blackboard.wichita.edu. Once you log into the course site, you will need to familiarize yourself with the Announcements, Syllabus, Weekly Course Content (includes: Assignments, Readings and Assessments) and Forms tabs.</p> <p><u>Panopto</u> Panopto is the software Wichita State University uses to integrate video content onto course blackboard sites. It is an all-in-one video platform that brings video recording, webcasting, video content management, search, editing and more to any laptop or iOS device. Weekly course content may contain lectures using this software. Students will also use Panopto to upload final presentations. Students are expected to become familiar and be able to utilize this software effectively. <u>If you have technology issues, contact WSU One Stop before contacting your instructor.</u></p> <p><u>Support websites:</u> WSU technology help: WSU One Stop</p>																																				
Assignments	<p><u>Discussion Activities</u></p> <p>Participation:</p> <p>Discussion activities are completed online using the Group Discussion Boards. These activities provide an opportunity for students to practice applying course material to specific topics, populations and locations. A short activity will be assigned for each group discussion and the completion of this activity will be a group effort. <u>You are expected to read the assignment and any related readings or presentations prior to the discussion.</u></p> <p>The goals of the discussion activities are twofold:</p> <ol style="list-style-type: none"> 1) To apply the course material to a specific public health example and 2) To provide an opportunity for students to share their perspectives and contribute to each other's learning. <p>Each person will receive a participation grade, based on your instructor's assessment of your participation in the discussion activities (25% of overall grade). Participation for all students is assessed based on the extent to which you</p>																																				

demonstrate your preparation of, and reflection on, course materials, and your interaction with your peers.

In general, online discussion participants will need to log on at least two different days over the course of the week to contribute. To provide you with additional participation guidance, information about what constitutes minimum group participation is provided under "[Discussion Guidelines](#)" in the discussion board section of blackboard. Remember, the quality of your contribution is just as, if not more, important than the quantity. If you have questions about the effectiveness of your participation, you should contact your instructor for feedback.

Discussion Groups:

Due to the size of the course, students will self-select discussion groups on each board based on topics of interest. Students are only responsible for discussion posts within their group each module. Students may post outside of their group if there is low participation in their original group.

Personal Introductions

Each student is expected to post a personal introduction for the first week of class. At minimum, please share the following in your introduction:

- First and last name
- Areas of interest
- Profession
- What type of career you wish to pursue in the future
- Something interesting about yourself
- A picture of you or your family so that class members can get to know you.

Personal introductions will be available for class-wide viewing.

Content Quizzes

Students will be expected to complete ten quizzes throughout the course. These fifteen minute timed assessments are online-based with students receiving only one opportunity for completion once the assessment is launched (therefore, please be prepared when you begin as you will not be able to exit and re-enter the process). Quizzes may cover ANY content from the corresponding week and may consist of short answer, multiple choice, and short essay questions. It is expected that all students independently complete assessments and engage in the utmost academic integrity in doing so. Students will be required to agree to an academic integrity policy in order to access assessments and will be held accountable to standards as defined in the stated policy. Failure to adhere to the policy will result in expulsion from the course and a letter grade of "F" for the term. Quizzes will be confidential and available only for instructor viewing.

Case Report

Students will demonstrate their understanding of course content by applying several weeks of combined course content into a case report. The case report will be five pages in length and use appropriate parenthetical citations for academic references. Specific instructions and a grading rubric are posted on blackboard. The case report will be confidential and

available only for instructor viewing.

Applied Learning Experience: Community Interview/Shocker New Venture Competition

The applied learning experience is intended to allow students to demonstrate their understanding of the course content applied to a community health topic.

Option 1: Community Interview

Students will select three women with children (under the age of ten years old) to interview regarding immunizations. Students will administer an immunization survey to each participant. Students will be expected to submit a narrative overview of immunizations and public health based on the survey results. **Course readings and outside references must be cited.** Summaries are to be submitted in the format of a 3-5 page final paper in addition to three completed surveys. Detailed instructions and a grading rubric will be posted on blackboard.

Option 2: Shocker New Venture Competition

The Shocker New Competition, hosted by the Center for Entrepreneurship, serves as an opportunity for Kansas college students, of all majors, to take key steps in developing and launching a successful business venture. Teams will be judged based on their ability to succinctly encapsulate their business concept through a market analysis, a clear value proposition, and a sustainable competitive advantage. Start-up capital will be awarded to the winning teams from a prize pool of more than \$30,000, aiding in the launch of their new venture.

Students interested in this option can self-select a group or contact Dr. Keene Woods to work individually or be placed into a group. Dr. Keene Woods will serve as the team advisor. The New Venture idea/proposal must be health-related. Formal registration is due early, contact Dr. Keene Woods by February 7th to participate in this option.

Assignments will include the following: 2-page business summary, 10-page business plan (if selected as top 32 team), 1-page abstract, and trade show (top 16 teams). Here's your opportunity to connect to local business leaders and earn cash to start a health-related business! Link to [Shocker New Venture Competition](#)

Important Academic Dates	For Spring semester 2017, classes begin January 17 th , 2017, and end May 4 th , 2017. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is March 30 th , 2017. There are no classes during Spring Break (March 20 th -26 th , 2017. The final exam period is May 6 th - May 11 th , 2017.																	
Course Schedule	<table border="1"><thead><tr><th>Module</th><th>Due Date</th><th>Topic</th><th>Required Readings</th><th>Assignments</th><th>Learning Outcome</th></tr></thead><tbody><tr><td>1</td><td>1/22</td><td>Course</td><td></td><td><ul style="list-style-type: none">• Read syllabus</td><td></td></tr></tbody></table>						Module	Due Date	Topic	Required Readings	Assignments	Learning Outcome	1	1/22	Course		<ul style="list-style-type: none">• Read syllabus	
Module	Due Date	Topic	Required Readings	Assignments	Learning Outcome													
1	1/22	Course		<ul style="list-style-type: none">• Read syllabus														

		Introduction		and course expectations • Personal introduction & discussion • Syllabus quiz	
2	1/29	Overview of Social & Behavioral Aspects of Public Health	Text Chapters : <ul style="list-style-type: none"> • Chapter 1 Introduction: The Links Between Health and Behavior • Chapter 2 Health Issues and Behavior Articles: 1. "Health Promotion Today and a Framework for Planning" 1991 L.W. Green & M.W. Kreuter. Ch. 1 in <u>Health Promotion Planning: An Educational and Environmental Approach</u> . 2. Glass, T. & McAtee, M. (2006). Behavioral science at the crossroads in public health: Extending horizons, envisioning the future. <i>Social Science and Medicine</i> , 62, p1650-1671.	Discussion Quiz Submit intent to participate in Shocker New Venture Competition or Community Interview	1,2
3	2/5	Applied Behavioral Science	Text Chapters: <ul style="list-style-type: none"> • Chapter 3 Social Behavioral Theory and Its Roots • Chapter 4 Individual Health Behavior Theories Articles: 1. Skinner, B.F. (1938). <u>The behavior of organisms: An experimental analysis</u> . Oxford, England: Appleton-Century. Selected chapters. 2. Baer, D.M., Wolf, M.M., & Risley. (1987). Some still-current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i> , 20,	• Quiz	1,2

			<p>p313-327.</p> <p>3. Fawcett, S.B. (1991). Some values guiding community research and action. <i>Journal of Applied Behavior Analysis</i>, 24, 621-636.</p>		
4	2/12	Behavior & the Individual	<p>Text Chapter:</p> <ul style="list-style-type: none"> • Chapter 5 Social, Cultural, and Environmental Theories (Part I) <p>Articles:</p> <p>1. Clayton, M., Helms, B., & Simpson, C. (2006) Active prompting to decrease cell phone use and increase seat belt use while driving. <i>Journal of Applied Behavior Analysis</i>, 39, 341-349.</p>	<ul style="list-style-type: none"> • Quiz • Case Report 	2,3
5	2/19	Health Belief Model Precaution Adoption Process Model	<p>Text Chapters:</p> <ul style="list-style-type: none"> • Chapter 6 Social, Cultural, and Environmental Theories (Part II) • Chapter 7 Multilevel Theories <p>Articles:</p> <p>1. Chuang, C. H., Green, M. J., Chase, G. A., Dyer, A. M., Ural, S. H., & Weisman, C. S. (2008). Perceived risk of preterm and low-birth weight birth in the Central Pennsylvania Women's Health Study. <i>American journal of obstetrics and gynecology</i>, 199(1), 64-e1.</p>	<ul style="list-style-type: none"> • Quiz 	4
6	2/26	Social Support Introduction to PRECEDE-PROCEED Model Ecological Models of Health Behavior	<p>Text Chapter:</p> <ul style="list-style-type: none"> • Chapter 8 Doing Something About It: The Ecological Perspective and the Move From Theory to Practice <p>Articles:</p> <p>1. Dustin, D. L., Bricker, K. S., & Schwab, K. A. (2009). People and nature: Toward an ecological model of</p>	<ul style="list-style-type: none"> • Discussion • Quiz 	4

			<p>health promotion. <i>Leisure Sciences</i>, 32(1), 3-14.</p> <p>2. Callaghan, P., & Morrissey, J. (2008). Social support and health: a review. <i>Journal of advanced nursing</i>, 18(2), 203-210.</p>		
7	3/5	Theory of Reasoned Action Transtheoretical Model and Stages of Change	<p>Text Chapter 10</p> <ul style="list-style-type: none"> • Chapter 10 Application of Theory: Schools and Worksites <p>Articles:</p> <ol style="list-style-type: none"> 1. Shepherd, R., & Towler, G. (2008). Nutrition knowledge, attitudes and fat intake: application of the theory of reasoned action. <i>Journal of Human Nutrition and Dietetics</i>, 5(6), 387-397. 2. Cooke, R., & French, D. P. (2008). How well do the theory of reasoned action and theory of planned behaviour predict intentions and attendance at screening programs? A meta-analysis. <i>Psychology and Health</i>, 23(7), 745-765. 3. Di Noia, J., Contento, I. R., & Prochaska, J. O. (2008). Computer-mediated intervention tailored on transtheoretical model stages and processes of change increases fruit and vegetable consumption among urban African-American adolescents. <i>American Journal of Health Promotion</i>, 22(5), 336-341. 		
8	3/12	PRECEDE-PROCEED Model & Social Marketing	<p>Text Chapters:</p> <ul style="list-style-type: none"> • Chapter 9 Communities and Populations as the Focus for Health Promotion Programs • Chapter 11 Application of Theory: Communication Campaigns <p>Articles:</p>	<ul style="list-style-type: none"> • Quiz 	5

			<ol style="list-style-type: none"> 1. Ramey, S., Welk, G., & Franke, W. (2011). Application of Precede-Proceed Health Promotion Planning Model for Cardiovascular Disease Risk Reduction Efforts among Law Enforcement Officers. 2. Gielen, A. C., McDonald, E. M., Gary, T. L., & Bone, L. R. (2008). Using the PRECEDE-PROCEED model to apply health behavior theories. <i>Health behavior and health education: Theory, research, and practice</i>, 407-433. 		
9	3/19	Health Decision-Making	<p>Text Chapters:</p> <ul style="list-style-type: none"> • Chapter 12 Application of Theory: Global Health • Chapter 13 Application of Theory: High-Risk and Special Populations <p>Articles:</p> <ol style="list-style-type: none"> 1. Navia, J. L., Byers, T., Djordjevic, D., Hentges, E., King, J., Klurfeld, D., ... & Weed, D. (2010). Integrating the totality of food and nutrition evidence for public health decision making and communication. <i>Critical reviews in food science and nutrition</i>, 50(S1), 1-8. 	<ul style="list-style-type: none"> • Discussion • Quiz 	6
	3/20-3/26	Spring Break			
10	4/2	Community & Group Models	<p>Text Chapter:</p> <ul style="list-style-type: none"> • Chapter 15 Culture, Diversity, and Health Disparities: Are Current Theories Relevant? <p>Articles:</p> <ol style="list-style-type: none"> 1. Fawcett, S.B., Lewis, R.K., Paine-Andrews, A., Francisco, V.T., Richter, K.P., & Williams, E.L., Copple, B. 	<ul style="list-style-type: none"> • Quiz 	3,4

			<p>(December 1997). Evaluating community coalitions for the prevention of substance abuse: the case of project freedom. <i>Health Education & Behavior</i>, 24(6), 812-828.</p> <p>2. Watson-Thompson, Jomella, Fawcett, S.B., Schultz, J.A. (2007). A Framework for Community Mobilization to Promote Healthy Youth Development. <i>American Journal of Preventive Medicine</i>, 32 (3),S72-S81.</p>		
11	4/9	Communication Theory Part I	Text Chapter: <ul style="list-style-type: none"> • Chapter 16 Career Choices and Social/Behavioral Theory in Public Health 	<ul style="list-style-type: none"> • Discussion 	
12	4/16	Communication Theory Part II	Article: 1. Cappella, J. N., & Hornick, R. C. (2010). The importance of communication science in addressing core problems in public health. <i>Distinctive qualities in communication research</i> , 73-86.	<ul style="list-style-type: none"> • Quiz 	5
13	4/23	Community-based Efforts & Evaluation Part I	Text Chapter: <ul style="list-style-type: none"> • Chapter 14 Evaluation: What Is It? Why Is It Needed? How Does It Relate to Theory? 		
14	4/30	Community-based Efforts & Evaluation Part II	Articles: 1. Fawcett, S., Schultz, J., Carson, V., Renault, V., Francisco, F. (2002). Using internet based tools to build capacity for community based participatory research and other efforts to promote community health and development. In M. Minkler and N. Wallerstein (Eds.), <i>Community based participatory research for health</i> (pp. 155-178). San Francisco: Jossey-		

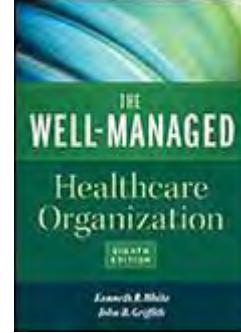
			Bass. 2. Painter, T. M., Ngalame, P. M., Lucas, B., Lauby, J. L., & Herbst, J. H. (2010). Strategies used by community-based organizations to evaluate their locally developed HIV prevention interventions: Lessons learned from the CDC's innovative interventions project. <i>AIDS Education and Prevention</i> , 22(5), 387-401.		
15	5/8	Final	Submit Community Interview Paper	<ul style="list-style-type: none"> • Community Interview Paper • Review grades on blackboard 	4, 7
General Course Participation and Conduct	<p>To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to directly visit with me via email, request online office hours or set a time to see me in person.</p> <p>Students additionally are expected to adhere to the following behaviors due to the online-only format of this course:</p> <ul style="list-style-type: none"> • Email both Dr. Keene Woods and teaching assistant for all course communications. • Use of the WSU email address account - students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact the WSU Help Desk at 978-4357. • Sign all email correspondences with both first and last name. • Write "HMCD 413" in the subject line of all email correspondences. • Expect up to a 24 hour delay for response to email correspondences that conform to the above mentioned expectations • Adherence to general netiquette standards (see The Core Rules of Netiquette) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind <i>may</i> receive expulsion and an automatic F for the course. • Include your first and last name on all assignments (on the paper itself). • Turn in all written assignments with the following <u>file name format</u>: YourName.name of assignment (for example: JohnSmith.Interview). • Proper parenthetical citation is expected as necessary. • Attach any files as a document in MSWord format. • Report technical difficulty immediately so that we may work to resolve the issue promptly. • Don't panic if the Blackboard system is down. Contact your instructor only after you first have called 				

	<p>the WSU One Stop for assistance.</p> <ul style="list-style-type: none"> Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required. Stay on task. Student lack of planning does not constitute an emergency for the instructor.
Assignment Completion & Late Work	<ul style="list-style-type: none"> Late work is not accepted; contact the course instructor only if the reason(s) for missing a due date were unforeseeable (e.g., natural disaster). All assignments must be completed to pass the course, regardless of points earned. For example, if you earn 93 points in the class but did not participate in a Module discussion board – you will receive an “F” for the semester (unless you went back and completed the missing assignment). Extra credit is not typically available.
Definition and Assignment of Credit Hours	<p>Success in this 3 hour credit course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.</p>
Required Statements	
Academic Sources & Plagiarism	<p>This class requires students to find information sources for a speech, research paper, or project. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Encyclopedia articles are acceptable only for background information, and are not to be cited in your paper. University Libraries offers a large number of appropriate sources. Find indexes to journal, newspaper, and encyclopedia articles at the “Journal Articles” tab listed under the “by title” or “by subject” links. Librarians are available to assist students selecting and locating appropriate sources. Find a librarian at the Reference Desk at Ablah Library, by phone at 316-978-3584, and through the instant message widget found on the library homepage.</p> <p>Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of “F” for the course. Students are responsible for knowing and the Student Code of Conduct and the Student Academic Honesty policy.</p> <p>Anyone who plagiarizes automatically fails the assignment and at the discretion of the instructor may fail the course, and there is an option to inform the Office Dean of Students of the reason for the failing grade. See course general expectations on Blackboard related to plagiarism.</p>
Student Disability Services	<p>If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written</p>

	permission.
Student Counseling & Testing Center	The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.
Copyright Notice	Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Recording or copying of any materials without the explicit consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
WSU Intellectual Property	Wichita State University students are subject to Board of Regents and University policies regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.
WSU Diversity and Inclusive Policy	Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.
Shocker Alert System	Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up here .
Student Health Services	WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see here .
Heskett Center and Campus Recreation	Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see here .
Video and Audio Recording	Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an

individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, click [here](#).



+	Syllabus	HMCD-428 Healthcare Organization – Fall 2016
Meeting	Wednesdays 4:30pm – 6:50pm – Ahlberg Hall Classroom 302	
	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.	
Instructor Information	<p>Instructor: Debbi Lehner, FACHE, MBA Office: AH 106B Office Phone: 316-978-5641 Cell Phone: 907-209-3892 Office Hours: Tuesday, Wednesday & Thursday 3:30pm-4:30pm and by appointment. It is recommended you contact me prior to our meeting to confirm availability. Email: debbi.lehner@wichita.edu This is the best way to reach me!!!</p>	
Required Readings	<p>The required text for the class is The Well-Managed Healthcare Organization, Eighth Edition, by Kenneth R. White and John R. Griffith.</p>  <p>The image shows the front cover of the book "The WELL-MANAGED Healthcare Organization". The title "THE WELL-MANAGED" is at the top in large white letters, with "Healthcare Organization" below it in a smaller white box. At the bottom, it says "Eighth Edition" and "Kenneth R. White John R. Griffith".</p> <p>It is recommended that you bring this book to class each week and that you utilize the resources within it. There is a helpful student website, ACHE link which you should check out throughout the course. The glossary will give you a quick resource for often used terms and expressions.</p> <p>Journal articles and other readings: The journal readings are intended to familiarize you with some of the key journals in our</p>	



field; to emphasize, add depth to, and explore real-world applications of fundamentals covered in the text and lectures; and to provide stimuli for discussion. **You will have the opportunity to sign up during the first class to present one (1) article during the course of the semester.** Your summary should be fairly succinct. You may access the journals through the WSU library online Electronic Resources E-journal unless otherwise noted. To access the journal articles through WSU: from WSU home page, go to WSU Libraries, select e-Journals, type in the name of the journal, select a search engine that offers the dates of the journal issue you are searching for, select the issue date, open the issue and select the article you are looking for. There are numerous other ways to find a specific journal article.

Reading journal articles is a learned skill. Some students have found the following hints to be useful in developing this skill:

1. Read the abstract (or summary) first if one is available.
2. Skim the entire article.
3. Ask yourself
 - a. What is the main point of the article?
 - b. How does this article relate to the text and/or classroom discussion?
 - c. Why would this article be included as required reading?
 - d. Is there anything controversial in the article?
 - e. Can I summarize this article in a few sentences?

Course Description	This course covers concepts and issues of management, organization and operation of health care organizations, stressing the unique character of health care delivery organizations. Emphasizes types of health organizations, leadership and managerial roles, organizational structure and dynamics, the external environment, quality assessment and improvement, planning and marketing with a focus on synthesizing resources and capabilities to meet organizational goals.
Course Objectives	Upon satisfactory completion of this course, students will be able to: <ol style="list-style-type: none">1. Delineate and describe the major operating systems and structure of acute care health care organizations (CO1)2. Discuss the functions each system must perform to support the organization as a whole (CO2)3. Define the measures of performance for each system and for the organization as a whole (CO3)4. Describe how performance measures are used in a systematic, ongoing continuous improvement process. (CO4)
Public Health Sciences HSMCD & HS Learning	The Department of Public Health Sciences established the following six learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 428 course content targets outcome three below: <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge



Outcomes	<p>3. Demonstrate an understanding of health leadership, management, and policy using systems thinking</p> <p>4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health</p> <p>5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning</p> <p>6. Exhibit oral and written communication skills for diverse populations and environments</p>
Assignment of Credit Hours	Success in this three credit hour hybrid course is based on the expectation that students will spend a minimum of 45 hours over the length of the course for in-person and online instruction. Preparation, studying, and fieldwork for the course will involve an additional minimum of 90 hours over the length of the course. Students will spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities include, but are not limited to reading, writing, studying, research, and completing critiques.
Course Format	<p>Each class meeting will include both lecture and student participation. You are expected to have read the assigned chapters in the text and the assigned journal readings prior to class. As time permits, we will discuss the Homework Assignments, other cases and the assigned journal articles. Classes will include discussion of controversial topics and current events in health care. All views will be respected and included in discussion.</p> <p>Blackboard</p> <p>This course is Blackboard enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard throughout the semester. Current events may pop up as quizzes in the discussion section, so check often.</p> <p>Testing and Grading</p> <p>There will be three exams as shown below. If a student misses an exam, a make-up <u>may</u> be granted at the instructor's discretion. Make-up exams will consist of the instructor's choice of format.</p> <p>20% First exam</p> <p>25% Second exam</p> <p>25% Final exam</p> <p>15% Applied analysis paper</p> <p>5% Homework Case Studies</p> <p>5% Article presentation</p> <p>5% Class attendance and participation, class quizzes & additional assignments</p> <p>All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.</p>



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	<p>Final course grades will be based on the following scale:</p> <table><tbody><tr><td>93-100A</td><td>4.0</td><td>80-82</td><td>B-</td><td>2.7</td><td>67-69</td><td>D+</td><td>1.3</td></tr><tr><td>90-92</td><td>A-</td><td>3.7</td><td>77-79</td><td>C+</td><td>2.3</td><td>63-66</td><td>D</td><td>1.0</td></tr><tr><td>87-89</td><td>B+</td><td>3.3</td><td>73-76</td><td>C</td><td>2.0</td><td>60-62</td><td>D-</td><td>0.7</td></tr><tr><td>83-86</td><td>B</td><td>3.0</td><td>70-72</td><td>C-</td><td>1.7</td><td>0-59</td><td>F</td><td>0.0</td></tr></tbody></table>	93-100A	4.0	80-82	B-	2.7	67-69	D+	1.3	90-92	A-	3.7	77-79	C+	2.3	63-66	D	1.0	87-89	B+	3.3	73-76	C	2.0	60-62	D-	0.7	83-86	B	3.0	70-72	C-	1.7	0-59	F	0.0
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Assignments	<p>Applied Analysis Essay: (CO 1, 2, 3 & 4)</p> <p>One of the primary requirements for this course is to write a short (5-7 page) paper related to management and/or governance of a HCO. Below is the scenario for the paper.</p> <p>You have been asked by the Executive leadership of the hospital to prepare a paper for new Board Members regarding a specific healthcare topic. The board members may be savvy and successful within their own lines of business, but may have gaps regarding the operations of a health care/hospital organization. Your presentation must be well documented with current references where the Board members can find additional information. You are asked to prepare a brief (5-7 pages) white paper to be provided to Board members as a reference. It is requested that you write about one of the subjects listed at the end of this syllabus. It is expected that you cite your references throughout your paper. Papers that do not include cited references will be graded accordingly.</p> <p>Grading: Papers will be graded on the basis of breadth and depth of research, subsequent understanding and critical analysis of the subject, and written presentation of your work. Your paper will be graded in part based on the validity/legitimacy of the reference sources you select. Peer-reviewed journals are generally the gold-standard of references. Web sites may provide useful information, but data must be carefully evaluated for legitimacy as anyone can post anything on a web site. The paper must be your own original work and anything taken from another source, including a fact or concept, must be properly cited. Submitting work from a previous course is not acceptable, although you may cite your own paper.</p> <p>Bibliography: All papers must include a bibliography, which must be in a recognized format, either APA or MLA. You are encouraged to talk with me about your proposed references and bibliography.</p> <p>Dates: Papers are due on October 23. Five points will be deducted for each day late. You are welcomed to submit your paper early.</p> <p>Homework Case Studies (CO 1, 2, 3 & 4)</p>																																			



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Several of the text chapters/class discussions have case studies assigned as homework. Each case study is due in Safe Assignment one week after class discussion of the subject matter. The case studies can be found in Blackboard under "Case Studies". The case studies constitute 5% of the course grade. Each case study is worth one point. Case studies submitted in excess of five will be counted as extra credit.

Extra Credit Book Reviews: (CO 1)

Students desiring an extra credit assignment may read and report on one of the books listed in the "Extra Credit Book List" on Blackboard. To receive extra credit, please submit a 3-5 page summary/analysis/critique through Safe Assignment. Please be sure that your report reflects your personal summary/analysis/critique and not the content of a published book summary. Book reports must be posted on Blackboard one week prior to the final exam to be considered. Each book report will be worth up to five points added to your final grade. A book review submitted for this course will not be accepted if it has been submitted for credit in another course.

Safe Assignment: All papers and assignments must be submitted through Safe Assignment, a plagiarism detection system. Be sure you know how to submit a paper through Safe Assignment before the last minute. In all instances, keep a copy of your submissions for your files in case of loss.

Technology

Technology Standards and Minimum Expectations

This is a hybrid course offered through the traditional classroom and also through the Wichita State University (WSU) Blackboard system. Therefore, the following minimal computer skills are expected responsibilities of all students who enroll and participate in this course:

- Using the Blackboard learning system
- Sending emails
- Setting font size and type
- Setting margins
- Setting line spacing
- Creating headers and footers



- Inserting tables
- Italicizing
- Inserting page numbers in a header
- Centering text; right and left justification
- Sending and receiving email with attachments
- Accessing the Internet
- Opening Internet files
- Downloading content
- Using PowerPoint, Word and Excel
- Posting to discussion boards
- Following hyperlinks to content outside of the Blackboard learning system
- Searching .pdf documents

Students additionally are expected to use updated Adobe Reader, Flash, Java, ActiveX and media players for access to course materials. If a student feels he or she is unable to meet these qualifications then it is their responsibility to attain these skills.

This is a hybrid course. As such, students will need CONTINUED and RELIABLE access to the Internet throughout the semester. Students may use their own computer, a friend's computer, one at work, one a public library or one on the WSU campus.

Because the course requires high use of technology, students must respect that if they do not have the skills to successfully complete the course, then it is their responsibility to attain those skills. Your professor will not teach technology in this course; she is here to provide the expert educational content. Online learning, in some cases, involves more activity than in-class learning and for some students may be more difficult than a traditional environment. Therefore, please take some time to thoroughly look



	<p>over the course expectations. There are special expectations attached to taking this hybrid course. If you feel you cannot comply with the course expectations, technologically or otherwise, it is recommended that you drop this course.</p>
Participation and Conduct	<p>Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. This class focuses on the structure, relationships, key players and success factors of the organizations that have developed to provide health services in our communities. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. If unusual circumstances require you to miss a class, to arrive late or to leave early, please let me know in advance. This means that you should email or contact me before you miss a class.</p> <p>Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the wichita.edu system. Sign all email correspondences with both first and last name.• Write "HMCD 428" in the subject line of all email correspondences.• Proper parenthetical in-text citation in standardized formats is expected as necessary – see OWL for an online, comprehensive and update source for citation.• Attach any files as a document in MSWord format.• If the Blackboard system is down, contact your instructor only after you first have contacted WSU OneStop.• Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.• Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.• Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.• Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.). <p>Recording devices are not allowed. If you have a physical, psychiatric, emotional, or learning disability that may impact your ability to carry out assigned course work, please contact the Office of Disability Services (DS) located in Grace Wilkie Annex,</p>



room 150, or you can call 316-978-3309 (voice) or 316-854-3032 (videophone). DS will review your concerns and determine, with you, the academic accommodations that are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty policy](#).

Additional Information

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440.

The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.



Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see [Board of Regents and University Policy](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [this link](#)

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities, which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Important Academic Dates

For Fall semester 2016, classes begin August 22, 2016, and end December 15, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is ___, 20__. There are no classes on November 23, 2016.. The final exam period is through Dec 16, 2016.



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Course Schedule	Proposed Schedule		
	Class Date	Class Content and Objectives	Class Assignments
	Class 1 Aug 24	Introduction and course objectives Review of course syllabus Emergence of the Healthcare Organization	<u>Readings</u> “Hospital Administration in the Early 1900’s: Visions for the Future and the Reality of Daily Practice”; Margaret Arndt, DBA and Barbara Bigelow, PhD; <u>Journal of Healthcare Management</u> ; Jan/Feb 2007, v52:1; p. 34.
	Class 2 Aug 31	Foundations of High-Performing Healthcare Organizations	<u>Readings</u> 1. Chapter 1 2. “Finding the Frontier of Hospital Management”; John R. Griffith, FACHE; <u>Journal of Healthcare Management</u> ; Jan/Feb 2009; v. 54:1; p. 57. 3. “A Practical Roadmap for the Perilous Journey from a Culture of Entitlement to a Culture of Accountability”, Nathan S. Kaufman, <u>Journal of Healthcare Management</u> , Sep/Oct 2011, v56:5, p. 299. 4. Case Study #1 (submit through Safe Assignment no later than 11:59pm Sep 6) (CO 1 & 2)
	Class 3 Sep 7	Cultural Leadership	<u>Readings:</u> 1. Chapter 2 2. “On the road to Find Out...Transparency and Just Culture Offer Significant Return on Investment”; Ian R. Lazarus, FACHE; <u>Journal of Healthcare Management</u> ; Jul/Aug 2011; v56:4, p. 223. 3. “Managing Resilience by Creating Purpose”, Michael Spake and Elaine C. Thompson, <u>Frontiers of Health Services Management</u> , Winter 2013, v30:2, p. 14. 4. “The Case for Values as a Basis for Organizational Culture”, Ruth W. Brinkley, <u>Frontiers of Health Services Management</u> , Fall 2013, v30:1, p. 3. 5. “Culturally Competent Care”, Sr. Carol Keehan, <u>Journal of Healthcare Management</u> , July/Aug 2013, v 58:4, p. 250. 6. Case study #2 (submit through Safe Assignment no later than 11:59pm Sep 13)



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(CO 1 & 2)		
Class 4 Sep 14	Operational Leadership & Leadership Competencies	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 32. "The Importance of Middle Managers in Healthcare Organizations", Mary K. Embertson, <u>Journal of Healthcare Management</u>, Jul/Aug 2006, v51:4, p. 223. (Student Essay)3. "A Management, Leadership and Board Road Map to Transforming Care for Patients" John Tousaint, <u>Frontiers of Health Services Management</u>, Spring 2013, v29:3, p. 3.4. "Making Lean Progress Last: Why Sustaining Excellence Requires the Right Leadership Framework", Quint Studer, <u>Frontiers of Health Services Management</u>, Spring 2013, v29:3, p. 41.5. "Talent Management Grooms From the Inside and Outside", <u>Healthcare Executive</u>, July/Aug 2013, v28:4, p. 666. Case study #3 (submit through Safe Assignment no later than 11:59pm Sep 20) (CO 1, 2 & 3)
Class 5 Sep 21	Strategic Leadership: Governance Exam Review	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 42. "Building Better Boards in the New Era of Accountability", James E. Orlikoff, <u>Frontiers of Health Services Management</u>, Spring 2005, v. 21:3, p. 33. "Volume to Value", William B. Leaver, FACHE, <u>Frontiers of Health Services Management</u>, Summer 2013, v29:4, p. 17.4. "At the Heart of Integration: Aligning Physicians and Administrators to Create New Value"; Michele M. Molden, FACHE, Charles L. Brown III and Bryan M. Griffith; <u>Frontiers of Health Services Management</u>; Summer 2013; v29:4; p. 3.
Class 6 Week of Sept 25	EXAM #1	Exam on Blackboard – (CO 1,2,3 & 4)
Class 7 Oct 5	Post Exam Discussion Foundations of Clinical Performance	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 52. "The Role for Leaders of Health Care Organizations in Patient Safety"; John R. Clark,



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		<p>MD, Jeffrey C. Lerner, PhD and William Marella, MBA; <u>American Journal of Medical Quality</u>; Sep/Oct 2007; v. 22:5; p. 311.</p> <p>3. "The Checklist" Atul Gawande, <u>The New Yorker</u>, Dec 10, 2007 available from WSU libraries and at http://www.newyorker.com/reporting/2007/12/10/071210fa_fact_gawande?currentPage=all</p> <p>4. "As She Lay Dying: How I Fought To Stop Medical Errors from Killing My Mom", Jonathan R. Welch, <u>Health Affairs</u>, Dec 2012, v321:2, p. 2817.</p> <p>5. Case study #4 (submit through Safe Assignment no later than 11:59pm Oct 11) (CO 1, 2)</p>
Class 8 Oct 12	The Physician Organization	<p><u>Readings:</u></p> <p>1. Chapter 6</p> <p>2. "Laying the Foundation for Successful Physician-Health System Partnerships"; Craig E. Holm, CHE,CHC and Stuart P. Brogadir, M.D.; <u>Journal of Healthcare Management</u>; Jan/Feb 2000; v45:1; p. 8.</p> <p>3. "Is the Relationship Between Your Hospital and Your Medical Staff Sustainable?" Greg Carlson, PhD and Hugh Greely; <u>Journal of Healthcare Management</u>; May/Jun 2010; v. 55:3; p. 158.</p> <p>4. "Hospital-Physician Relations: Cooperation, Competition, or Separation?" Robert A. Berenson, Paul B. Ginsburg and Jessica H. May; <u>Health Affairs</u>; Web Exclusive 5 Dec 2006; v. 26:1; p. w31.</p> <p>5. "Increasing Diversity and Inclusion in Medical School to Improve the Health of All", Darrell G. Kirch, MD and Marc Nivet EdD, <u>Journal of Healthcare Management</u>, Sept/Oct 2013, v 58:5, p. 311.</p> <p>6. Case study #5 (submit through Safe Assignment no later than 11:59pm Oct 18) (CO 1, 2, 3,4)</p>
Class 9 Oct 19	Nursing Organization - Guest Speaker - Nursing	<p>Chapters 7</p> <p>1. "Nursing Leaders Can Deliver a New Model of Care", Donna E. Shelala, <u>Frontiers of Health Services Management</u>, Winter 2014, v31:2, p. 3.</p> <p>2. "Hospitals with Higher Nurse Staffing Had Lower Odds of Readmissions Penalties than Hospitals with Lower Staffing"; Matthew D. McHugh, Julie Berez and Dylan S.</p>



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		<p>small; <u>Health Affairs</u>, Oct 2013, v32:10; p. 1740.</p> <p>3. Case study #6 (submit through Safe Assignment no later than 11:59pm Oct 25) (CO 1,2,3)</p>
Oct 23 11:59pm	APPLIED ANALYSIS PAPERS DUE 11:59 PM TODAY	
Class 10 Oct 26	Clinical Support Services Exam Review Guest Lecturer:	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 82. "New Blood", Roger Parloff, <u>Fortune</u>, Jun 30, 2014, v169:9, p. 9.3. "Emergency Care: Then, Now and Next"; Arthur L. Kellermann, Renee Y. Hsia, Charlotte Yeh and Kristine G. Morganti; <u>Health Affairs</u>; Dec 2013; v32:12; p. 2069.
Class 11 Week of Oct 30	EXAM #2	Exam on Blackboard (CO 1, 2, 3, & 4)
Class 12 Nov 9	Post Exam Discussion Beyond Acute Care to Community Health Guest Speaker-	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapters 9 & 102. "What Will It Take To Achieve the As-Yet-Unfilled Promises of Health Information Technology?" Arthur L. Kellermann and Spencer S. Jones, <u>Health Affairs</u>, January 2013, v32:1, p. 63.3. The Great Divide: Social Media's Role in Bridging Healthcare's Generational Shift", Meredith M. Sarringhaus, Ohio University, <u>Journal of Healthcare Management</u>, Jul/Aug 2011, v56:4, p. 235. (Student Essay)4. "Social Media: How Hospitals Use It, and Opportunities for Future Use"; Jason P. Richter, David B. Muhlestein and Christine E. A. Wilks; <u>Journal of Healthcare Management</u>; Nov/Dec 2014; v59:6, p. 447.5. "From Acute Care to Home Care: The Evolution of Hospital Responsibility and Rationale for increased Vertical Integration", Prashant K. Dilwali, <u>Journal of Healthcare Management</u>, Jul/Aug 2013, v58:4, p. 267. (Student Essay)6. Case study #7 (submit through Safe Assignment no later than 11:59pm Nov 15) (CO 1 & 2)



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	Class 13 Nov 16	Financial Management Marketing and Strategy	<u>Readings:</u> <ol style="list-style-type: none">1. Chapters 13 & 152 "Philanthropy: A Priceless Lesson in Healthcare Leadership- The Sanford Health Story" Kelby Krabbenhoft, <i>Frontiers of Health Services Management</i>, Summer 2008, v24:4, p. 4.3 "Successful Strategic Planning for a Reformed Delivery System", Alan M. Zuckerman, <i>Journal of Healthcare Management</i>, May/Jun 2014, v59:3, p. 168.
	Nov 23	No Class Thanksgiving Break	
	Class 14 Nov 30	Human Resources Management Environment of Care Management	<u>Readings:</u> <ol style="list-style-type: none">1. Chapters 11 & 122. "Leading a Multigenerational Workforce: Strategies for Attracting and Retaining Millennials"; Terrence F. Cahill, EdD, FACHE and Mona Sedrak. PhD, PA; <i>Frontiers of Health Services Management</i>, Fall 2013, v29:1; p. 3.3. "Designing for Safety: Evidence-Based Design and Hospitals"; Carolyn M. Clancy, MD; <i>American Journal of Medical Quality</i>; Jan/Feb 2008; v23:1; p. 66.
	Class 15 Dec 7	The Role of The CEO in Pulling It All together Guest Speaker: Exam Review	<u>Readings:</u> <ol style="list-style-type: none">1. "The Revolution in Hospital Management", John R. Griffith and Kenneth R. White, <i>Journal of Healthcare Management</i>, May/Jun 2005, v. 50:3, p. 170.
	Class 16 Week of Dec 11	FINAL EXAM	Exam on Blackboard (CO 1, 2, 3, & 4)
Inclusive Excellence	Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.		



**Applied
Analysis
Paper Topics**

Please see me if you would like assistance in selecting a topic.

- Prepare a recommendation to the Board regarding the optimal size and composition of the Governing Body. Include in your discussion recommended term limits and procedures for replacement of outgoing Board members.
- Discuss the role of the hospital in community disasters, such as mass casualty situations, weather related events, flu epidemics or terrorist threats. What are the expectations for involvement? How should the hospital prepare? What outside agencies should the hospital coordinate with?
- How should the hospital ensure adequate security of patient information to prevent unauthorized access to sensitive information?
- Discuss the functions of teams and committees in the hospital and how they fit into the management structure of the hospital.
- Design a Balanced Scorecard to be used by the Board and hospital management. What specific measures should be included? Why did you choose these measures? How should the Balanced Scorecard be used? Show an example of your completed scorecard.
- Recommend initiatives to reduce turnover of nursing personnel. Compare the costs vs. benefits of the various initiatives.
- Discuss the primary threats to patient safety in the hospital and how the hospital should be mitigating them.
- Marriott Hospitality Services, a division of the Marriott Hotel Chain, has approached the hospital with a proposal to take over housekeeping services. What are the costs and benefits of contracting out housekeeping service? Please outline the criteria on which to decide whether to accept the Marriott offer.
- How can the hospital use social media to interact with its patients, physicians, staff and the general public? What are the potential opportunities, costs, benefits and potential pitfalls of using social media?
- There have been some recent challenges within the employees related to their generational beliefs and behaviors. Prepare a white paper discussing the different perceived attitudes, beliefs and behaviors of the various generations now in the workforce at your organization and share with the board how knowing these differences might benefit the management team. Propose a plan to improve the relationships among the generations.
- Digital health technologies are transforming the way patients can monitor their own health and wellness - and how providers and patients can share information with each other. What sort of digital health technologies should a physician group practice concerned with population health consider? (Assume that the group practice is paid by insurance companies more on patient wellness factors than traditional fee for service volume.)
- How should the hospital prepare for the growing movement from entitlement to accountability? (Refer to “A Practical Roadmap for the Perilous Journey from a Culture of Entitlement to a Culture of Accountability”, Nathan S. Kaufman, Journal of Healthcare Management, Sep/Oct 2011, v56:5, p. 299.)
- Consider the value of a leadership training program for aspiring department managers and Administrators. Suggest a framework for this including a selection process, curriculum, cost, timeframe etc. What would be the measures of success of this type of program?



HMCD 460 Public Health Sciences Practicum

Fl, Sp, & Summer

Instructor:	Sarah Taylor, MA
Department:	Public Health Sciences
Office Location:	Ahlberg 135d
Telephone:	316-978-5650
Email:	Sarah.taylor@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:30 to 3:00 p.m.
Prerequisites:	HSMCD Program Prerequisites & HSMCD Core

COURSE DESCRIPTION

Enables students to apply skills and knowledge in an applied setting through a supervised field training experience in a health care setting that complements the student's interests and career goals. The purpose of the practicum is to enable students to gain practical experience as professionals under conditions conducive to educational development. Students may select, with the consent of the practicum coordinator, an internship in an appropriate health or social service organization. The practicum requires participation in a broad fieldwork component and completion of a focused project component and a written report of the experience. May be repeated for credit, up to 6 hours. Prerequisites: MP 203 or MP 303; HMCD 310, ECON 321 or STAT 370 or PSY 301 or SOC 501 or CESP 704; COMM 302 or COMM 311 or COMM 313 or COMM 328 or COMM 325 or ENGL 210. HSMCD Program Core Courses: HMCD 325, HMCD 330, HMCD 333, HMCD 342, HMCD 344, HMCD 356. Students must also be admitted to the HSMCD Professional Program.

DEFINITION AND ASSIGNMENT OF CREDIT HOUR

Success in this 3 credit hour practicum is based on the expectation that students will spend, for each unit of credit, 54 hours over the length of the course (approx. 10 contact hours per week for a 16 week semester) for a total of 160 hours. In addition, outside practicum work activities include reading, writing, studying, and research as to fulfill the required activities of the course.

HOW TO USE THIS SYLLABUS

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. (*Indicate if any changes will be made and how they will be communicated to the student.*)

PURPOSE

This course is designed to enhance and complement the academic experience of students in the area of health services management and community development, or health sciences. This off-campus learning experience provides an opportunity to link the student's academic studies with actual practice in direct observation and supervised participation in a selected health services organization. Students participating in the experience will carry out their assigned tasks under the guidance and direction of a preceptor from a host agency.

STUDENT LEARNING OUTCOMES

Upon the successful completion of this course, the student will be able to:

- LO#1: Identify the formal organization of a health care organization/facility (i.e. administrative, funding, referral system, type, etc.) through the agency report assignment.
- LO#2 Recognize issues related to working in a health care facility (i.e. non-profit health related organization, health care clinic, hospital, etc.).
- LO#3 Describe the day to day operation by observing procedures and policy, participating in meetings, sharing in decision making and by hands on project experience.
- LO #4 Discuss personal growth toward at least 3 Core Competencies of Public Health Professionals.
- LO #5 Apply concepts learned through the HSMCD program course work to practicum project.

STUDENT COMPETENCIES

Students and on-site preceptors should plan activities directly related to the following student outcomes, as appropriate. The outcomes of the practicum should:

1. Enhance the student's appreciation of the complexities of administration of health service organizations, and understanding of organizational behavior and leadership.
2. Give the student an understanding of the responsibilities and functional relationships of various departmental areas.
3. Encourage the student to effectively integrate didactic and practical experiences.
4. Provide the student with the opportunity to observe supervisory techniques.
5. Encourage the student to utilize appropriate problem-solving and decision-making techniques.
6. Increase the student's understanding of the functions of government and regulatory agencies, community and consumer organizations, and various financing mechanisms.
7. Familiarize the student with the legal, socio-cultural, and political environment in which the organization operates.
8. Demonstrate an understanding of and respect for diversity, and the importance of a diverse workforce.
9. Enable the student to develop and implement a focused project, as approved by the preceptor and practicum coordinator.
10. Expand the student's understanding of the interdisciplinary and collaborative nature of working in the health services.

SCOPE OF THE PRACTICUM

The practicum placement should exhibit at least two characteristics:

1. It must be undertaken in a health services organization or community-based organization.
2. It must offer work experiences in the professional skills, methods and practices of health care.

Because of individual differences, for each placement to be effective, it must be individualized to the specific needs of each student and the specific characteristics of each agency. In general, each practicum should include the following elements:

1. Rotation through major departments and/or units of the organization.
2. Attendance at representative administrative, clinical and community meetings that is relative to the placement.
3. Observation of and, when appropriate, participation in organizational processes.
4. Exposure to other health care organizations and professional related activities.

It is extremely important for the host organization to recognize the practicum as an educational experience. The practicum is first and foremost an educational experience for the student. However, because of the focused project component, most students also provide a significant service or produce a significant product for the host agency during the practicum.

While each practicum will be unique, the objectives and format are generally similar. Initially, the student should receive an orientation to the host organization, meet with key members of the staff, become acquainted with the environment in which the organization functions, and be assigned project(s) for which the student is either in part or wholly responsible. **Students should be informed of the host organization's policies and procedures, including confidentiality policy.**

DURATION OF THE PRACTICUM

The practicum may be either part-time or full-time, but must be the equivalent of one hundred and sixty (160) clock hours for 3 credit hours in order to meet the course requirements. At least 80% of the hours should be spent on-site. Regular academic fees are paid for enrollment credit in the course.

REMUNERATION TO THE STUDENT

Any remuneration to the student will be negotiated between the student and the host site.

STUDENT RESPONSIBILITIES

- Be a self-motivated adult learner capable of pursuing practicum/project objectives and completing agreed upon projects with minimal supervision.
- Follow the preceptor's advice and direction and to seek additional guidance as necessary.
- Draw upon his or her academic training, and the resources of the host site in pursuing and completing the project(s). As part of the experience, the student spends some time "shadowing" the preceptor, engaging in day-to-day meetings, planning groups or other experiences that present themselves.

- Conduct himself or herself in a professional manner at all times. The student is responsible for understanding and conforming to the policies and regulations of the organization. The student must never exceed the boundaries of his or her role as a student; he/she is not to exercise line for staff authority, without the express permission of his/her preceptor.
- **In the event that a student must be absent from a scheduled practicum day, every effort must be made to inform the preceptor of this in advance.**
- Meet with the preceptor and provide evidence of progress toward practicum and project objectives. **The student is also responsible for keeping the practicum coordinator informed of progress toward achieving the practicum and project objectives.** This may be done via periodic e-mail or telephone updates to the practicum coordinator. In some cases, a site visit to the organization may occur.
- Provide all written products according to the timeline outlined in the “Course Schedule”. **All written materials should be TYPED and submitted via Blackboard. Assignments lost in the instructors email are not the responsibility of the instructor.**

The student is required to provide the preceptor evaluation forms to the preceptor according to the timeline outlined in the “Course Schedule”. The student is required to complete a student evaluation of the practicum placement, and provide this to the practicum coordinator prior to finals week. All evaluations will be available on Blackboard.

THE PRECEPTOR

Each practicum must include a preceptor, typically someone who is full-time at the managerial level in the organization where the student will be assigned. It is desired that the preceptor’s areas of responsibility be diverse and encompass the overall responsibilities for the organization or for the functional unit to which the student is assigned.

The preceptor is the most important factor in ensuring that the practicum experience is a meaningful continuation of the student’s education. The preceptor must be able to devote an adequate amount of time to the guidance and counseling of the student throughout the practicum. Although the relationship between preceptor and the student will be shaped by their respective personalities and objectives, the following guidelines may be used:

1. The preceptor encourages professional growth by providing realistic work experiences appropriate to the student’s academic background and training.
2. A weekly or biweekly meeting should be held between the preceptor and student to discuss progress and address any concerns or problems.
3. The preceptor provides guidance in the project development.
4. The preceptor should provide input and feedback on assigned tasks, work products, progress reports, portfolio development, etc.
5. The preceptor contacts the instructor/practicum coordinator with any concerns or difficulties encountered regarding the practicum, student performance, conduct, etc., during the practicum period.
6. A midterm and final evaluation should be completed by the preceptor and discussed with the student before submission to the practicum coordinator. These evaluation forms must be completed and returned by the preceptor by mail/fax or email. A copy should be

provided to the student. University evaluation forms will be provided for this purpose. Students will have access to the forms via Blackboard to give to the preceptor.

INSTRUCTOR/PRACTICUM COORDINATOR

The instructor/practicum coordinator has the responsibility for coordinating all aspects of the practicum. This includes facilitating the process of matching the student's background and educational needs with an appropriate placement setting. The content of each practicum will differ for a variety of reasons, among of which are: a) individual needs of students, b) internal characteristics of the various settings, and c) amount and depth of responsibility preceptors can provide. The content should promote the professional growth of students and be tailored to each student's personal requirements as much as possible.

Additionally, the practicum coordinator will:

- As needed, meet with the preceptor to orient new site preceptors to the Public Health Sciences programs and practicum.
- Review practicum assignments and provide a practicum grade at the end of the semester.
- Maintain appropriate contact with practicum site and student by email, phone, or on-site visits.
- Meet with student at midterm to review and assess progress toward practicum and project.
- Make available on Blackboard appropriate forms, schedules and procedural information to the student and practicum site.
- Provide support to the practicum preceptor during the practicum period (e.g., answer questions, address concerns, assist in resolving issues between the student and the practicum organization as necessary).
- Assign student's final course grade, with input from practicum preceptor.

COURSE ASSIGNMENTS

All written materials should be submitted to the practicum coordinator via Blackboard. Email is not an acceptable way to turn in assignments for this course. **Instructor will not be responsible for assignments turned in via email.**

For full credit, all assignments must be submitted by the date indicated on the “Course Schedule” provided on Blackboard. Late assignments will have points deducted. Refer to the “Course Schedule” for all due dates. If you are ill or have extenuating circumstances and will not be able to turn an assignment in on time contact the instructor IMMEDIATELY via email sarah.taylor@wichita.edu. Failure to do so will result in point deductions from assignments.

LATE ASSIGNMENTS

Assignments turned in more than one week late without any prior communication will be awarded half credit only.

This rule also applies to those who are following the “Adjusted Course Schedule.”

MISSING ASSIGNMENTS

The student must successfully complete the following in order to receive academic credit. **Students who do not complete the following course requirements will receive an automatic “F”.**

1. **Bi-Weekly Journals.** LO#1, LO#2, LO #4 (8 submissions) – 80 points
Eight bi-weekly journal entries will be required using the Journals Tab on Blackboard. Journals do NOT need to be reviewed by the preceptor before submission to the practicum coordinator. Please see examples of journal entries on Blackboard.

Rubric for the bi-weekly journal entries is stated below. To receive all 10 points in any given week the student must post one original journal entry and comment on at least **TWO** students' journals. Students should view responses to their original entries. If another student has asked a question you should respond to them with the answer. Failure to do so will result in a deduction of points.

Levels of Achievement			
Criteria	Novice	Competent	Proficient
Entry Detail	0 % Very few details about your actual duties at your practicum. Journal entry is much too short and leaves out much of what you have done.	50 % Journal entry includes some detail, but important items (what you learned this week, difficulties you may be having) were left out. Entry is too short.	100 % Journal entry includes maximum detail of what the student has accomplished during the week.
PH Core Competency	Novice 0% Student did not include PH Core Competencies in journal entry.	Competent 50% Student includes limited analysis of growth in identified PH Core Competencies.	Proficient 100% Student includes in-depth analysis of personal growth in identified PH Core Competencies.
Organization	0 % Journal entry is unorganized and does not presented in a chronological order. Weight 25.00% Student does not pay attention to grammar and spelling.	50 % Journal entry is clear, yet student still ignores spelling and grammar.	100 % Student has presented the entry in a clear and concise manner. Grammar and spelling are correct.
Student Response	0 % Student did not create a response to any other students' journal entries. Weight 25.00%	50 % Student created 1 response to other students' journal entries.	100 % Student has provided an original response to at least TWO other students.

3. Log of Hours. (2 submissions) – 10 points (5 points each)
A “Contact Hour Verification Log” will be provided on Blackboard. Preceptors must sign off on the log at midterm and finals to verify the contact hours recorded. Number of hours worked by date, including cumulative number of hours completed towards the 160 clock hours. **Any scheduled hours in which the student was absent must be noted and the reason for the absence.**

Student is required to turn in a signed copy of the log at midterm and at the end of the semester.

4. Semester Objectives and Goals – LO#5 20 points
The student should prepare a 1 to 1 ½ page, TYPED summary description of the practicum/objectives and goals which is agreeable to the preceptor. This proposal

should include: 1) nature and scope of proposed project(s); 2) the objectives to be completed; 3) the expected time frame for the project, including an expected date of completion; 4) value to the organization; 5) expected project outcome(s), including the final product(s) anticipated, if any. A “Practicum/Goals and Objectives Proposal” form will be provided on Blackboard for this purpose. Goals and Objectives proposals must be signed by both the student and preceptor. Assignments that have not been typed will receive “0” points.

5. Agency Report – LO# 1, LO# 3 20 points
One of the goals of the practicum is to gain a greater understanding of the health services system. Students will document their experience learning about the organization through the completion of an organization paper.

The student should prepare a two-page summary paper on the organization. Instructions are on Blackboard under the Assignments Tab and in the Practicum Manual under the Practicum Manual Tab.
6. Practicum Review and Critique. – LO #2, LO #4, 50 points
The student must submit a **TYPED**, written report (minimum of 5 double-spaced pages) at the end of the practicum instructions can be found on Blackboard and in the Practicum manual.
7. PowerPoint Presentation. – LO#5 20 points
Student must develop a PowerPoint presentation providing an overview of your practicum and project experience. Instructions can be found on Blackboard and in the Practicum manual. **NEW: To be given on campus on last Tuesday or Thursday of the semester, at 1:00 p.m. AH 129**
8. Preceptor’s Midterm Evaluation. – LO#4, LO#5 0, but is **REQUIRED**
The preceptor should complete a **Midterm Evaluation** after 80 hours of the practicum experience. The preceptor should discuss the completed evaluation with the student and provide a copy of the completed evaluations to the student. The evaluation form should be submitted to the practicum coordinator after the preceptor has completed the evaluation.
9. Preceptor’s Final Evaluations. – 150 points
A **Final Evaluation** should be completed by the preceptor at the conclusion of the practicum experience. Evaluation form will be submitted by the preceptor to the practicum coordinator after the performance evaluation has been completed.
10. e-Portfolio.— LO#5 150 points
Students must create an e-portfolio which includes information from their practicum and their overall education experience. Instructions can be found on Blackboard and in the Practicum manual.

Course Grading

The practicum coordinator in conjunction with the organization preceptor will be responsible for determining the student’s final grade according to the following relative values:

1. Bi-Weekly Journals (8 submissions) -- 80 points
2. Long of Hours (2 submissions) -- 10 points
3. Semester Objectives and Goals -- 20 points
4. Agency Report -- 20 points

- | | |
|---|---------------------|
| 5. Practicum Review and Critique -- | 50 points |
| 6. PowerPoint Presentation -- | 20 points |
| 7. Preceptor's Midterm Evaluation -- | 0 points (REQUIRED) |
| 8. E-Portfolio of Learning | 150 points |
| 9. Preceptor's Final Evaluation | 150 points |
| • Student's work performance – 30% | |
| • Student's project performance – 20% | |
| • Student's performance as evaluated by the preceptor – 50% | |

GRADING SCALE

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
465-500	A	4.00	<i>The A range denotes excellent performance.</i>
450-464	A-	3.70	
435-449	B+	3.30	
415-434	B	3.00	<i>The B range denotes good performance.</i>
400-414	B-	2.70	
385-399	C+	2.30	
365-384	C	2.00	<i>The C range denotes satisfactory performance.</i>
350-364	C-	1.70	
335-349	D+	1.30	
315-334	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
300-314	D-	0.70	
299 and below	F	0.00	<i>F denotes failing performance.</i>

Failure to meet in a timely manner any of these requirements may result in a lowering of student's grade.

Note: If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, Room 173, 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

UNIVERSITY POLICIES

About this Syllabus

This syllabus is not a contract. The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Inclusive Excellence

Wichita State University is committed to achieving “Inclusive Excellence” and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an “all-inclusive” diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

Academic Integrity

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected Instructor will speak with the student(s) involved. For the first violation student(s) will be allowed to resubmit the assignment or will be provided an alternate assignment if deemed necessary. The second violation will automatically result in an “F” in the course and the student will need to retake the course in the following semester.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies](#) regarding

intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [here](#).

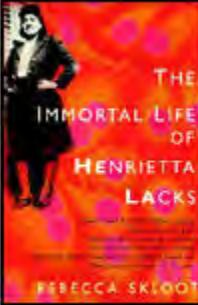
Copyright Notice

Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.



Syllabus	HMCD 470 – Capstone (Spring 2016 – CRN 21581)
Meeting	Thursdays 4:30 – 6:50 Room 110 AH
Instructor Information	<p>Instructor: Amy Drassen Ham, PhD, MA, MPH Department: Public Health Sciences Phone: 316-978-5644 Office: 135B AH Office Hours: Tuesdays, Wednesdays and Thursdays 1:00 – 3:00, and by appointment email: amy.ham@wichita.edu</p>
How to Use This Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes made to this course will be communicated through the WSU Blackboard system and/or announced at in-person class sessions.
Required Readings	 <p>By Rebecca Skloot ISBN: 9781400052189 Selected readings, links and content available through Blackboard</p>
Course Description	This seminar is designed to provide students at or near the end of their program of study, with the opportunity to develop skills and apply information, from across the curriculum, to a series of multi-faceted issues and problem solving situations germane to professional practice in health services management and community development. Students from both program foci assess and evaluate ethical decision-making situations. Student whose courses of study have emphasized health services management will evaluate issues and concerns which integrate the program core with the knowledge and skills specific to careers in health services managements. Students whose courses of study have emphasized community development will additionally evaluate issues and concerns which integrate the program course with knowledge and skills specific to a career in health-related community development.



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	<p>Prerequisite: HSMCD program pre-requisites (MP 203 or MP 303; HMCD 310, ECON 321 or STAT 370 or PSY 301 or SOC 501 or CESP 704; COMM 302 or COMM 311 or COMM 313 or COMM 328 or COMM 325 or ENGL 210), and the HSMCD program core courses (HMCD 325, HMCD 330, HMCD 333, HMCD 342, HMCD 344, and HMCD 356). Students also must be senior standing and admitted to the HSMCD program.</p>
Learning Outcomes	<p>Through the format and content of this course, students will be able to:</p> <ul style="list-style-type: none">LO 1 Develop a model for professionalismLO 2 Demonstrate commitment to personal and professional growthLO 3 Evaluate challenges currently facing the United States health care system to determine the extent to which epidemiologic trends, social and behavioral trends, financing and delivery trends, health care policy, and ethics contribute to the challengeLO 4 Analyze and develop options for comprehensively addressing the challengesLO 5 Demonstrate ability to effectively work with team members while maintaining a climate of mutual respect and shared valuesLO 6 Identify constraints to working within a wider health services environmentLO 7 Apply knowledge of public health practice to the assessment of health care needs of populationsLO 8 Recognize the need for relationship-building to effectively plan and deliver population-centered, equitable careLO 9 Apply learning from across curriculum in response to ethics questions
Public Health Sciences HSMCD & HS Learning Outcomes	<p>The Department of Public Health Sciences established the following five learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 470 course content targets outcomes five and six below:</p> <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Definition of Credit Hours	<p>Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week for a total of 135 hours). This is a hybrid course and students will spend in class in lecture and out of class through online instruction. Please see course schedule for specific information. Students may spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work</p>



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	activities may include, but are not limited to reading, writing, studying, research, and working on group projects.																																								
Course Format	<p>This course is designed to facilitate integrated problem solving around a series of real life issues and concerns facing health care managers and community health practitioners and to develop professionalism among soon-to-be graduates. Students will exercise critical thinking skills through directed discussions of critical issues in health care management and community health and engage in an intensive group project allowing students to demonstrate synthesis of material from across the curriculum.</p> <p>Course grades are based on the following assignments:</p> <table><tbody><tr><td>Syllabus Agreement</td><td>= 2%</td></tr><tr><td>Resume Development</td><td>= 5%</td></tr><tr><td>Mock Interview</td><td>= 5%</td></tr><tr><td>Public Health Ethics Assignments</td><td>= 30% (3 @ 10% each)</td></tr><tr><td>Discussion Board Posting</td><td>= 5%</td></tr><tr><td>Collegiate Learning Assessment</td><td>= 5%</td></tr><tr><td>Group Action and Responsibility Plan</td><td>= 3%</td></tr><tr><td>CHW Integration Summary</td><td>= 5%</td></tr><tr><td>Annotated Bibliography</td><td>= 10%</td></tr><tr><td>Final Group Project (Interviews)</td><td>= 25%</td></tr><tr><td>Capstone Reflection</td><td>= 5%</td></tr></tbody></table> <p>All assignments must be completed for course fulfillment. Grades will be posted to Blackboard and cannot be given over the phone or by e-mail. WSU uses a +/- grading scales for final grades and to calculate grade point averages. Final course grades will be based on the following scale:</p> <table><thead><tr><th>Letter grade</th><th>Grade Points</th><th>Interpretation</th></tr></thead><tbody><tr><td>A</td><td>4.00</td><td><i>The A range denotes excellent performance.</i></td></tr><tr><td>A-</td><td>3.70</td><td></td></tr><tr><td>B+</td><td>3.30</td><td></td></tr><tr><td>B</td><td>3.00</td><td><i>The B range denotes good performance.</i></td></tr><tr><td>B-</td><td>2.70</td><td></td></tr></tbody></table>	Syllabus Agreement	= 2%	Resume Development	= 5%	Mock Interview	= 5%	Public Health Ethics Assignments	= 30% (3 @ 10% each)	Discussion Board Posting	= 5%	Collegiate Learning Assessment	= 5%	Group Action and Responsibility Plan	= 3%	CHW Integration Summary	= 5%	Annotated Bibliography	= 10%	Final Group Project (Interviews)	= 25%	Capstone Reflection	= 5%	Letter grade	Grade Points	Interpretation	A	4.00	<i>The A range denotes excellent performance.</i>	A-	3.70		B+	3.30		B	3.00	<i>The B range denotes good performance.</i>	B-	2.70	
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	D	1.00	<i>The D range denotes unsatisfactory performance.</i>	
	D-	0.70		
	F	0.00	<i>F denotes failing performance.</i>	
Important Academic Dates	Event		Date	
	Weekday Classes begin		January 19	
	Last day to withdraw and receive 100% refund		January 25	
	Last day to withdraw and receive 40% refund		January 22	
	Mid-semester point		March 9	
	Spring Break begins		March 14	
	Spring Break ends		March 20	
	Last day to drop a course and receive a "W"		April 1	
	Spring Classes end		May 5	
	Study Day		May 6	
	Final Exams		May 7 - 12	
Assignments	Syllabus Agreement Students are expected to complete an online activity confirming receipt of the course syllabus. <i>The purpose of the Syllabus Agreement is to assure students have read, understand and will comply with course expectations for HMCD 470 Capstone class.</i> The syllabus			



agreement must be completed by the second week of classes.

Resume Development

One class Capstone class session will focus on general professional development, including building a resume and the job search process. This session will include instruction from professionals from Wichita State University Career Development Center. *The purpose of the Resume Development assignment is for students to demonstrate what they have learned through the creation, development and editing of their personal resume.*

Mock Interview

Professional development will include learning about expectations of the interview process. WSU Development Center offers free training that features a new and innovative way to help you prepare more effectively for a job interview. **Big Interview** is an online system that combines training and practice to help improve your interview technique and build your confidence. Capstone students are required to complete a virtual mock interview using the Big Interview system (login required) and view a video training curriculum covering all aspects of landing a job. *The purpose of the Mock Interview assignment is to assist students in developing skills expected in the professional public health workforce.*

Public Health Ethics Assignments

Students will complete three (3) written public health ethics assignments from the book *The Immortal Life of Henrietta Lacks*. Questions are based on content from the core of your degree program. *The purpose of the Public Health Ethics Assignments is to demonstrate integrated learning from across the curricula expected of a public health graduate.* Question sets will be available through Blackboard and final, written responses will be uploaded to Safe Assign for evaluation using the following rubric:

Dimension	Exceeds Expectations Full Credit (15 points)	Meets Expectations Partial Credit (10-14 points)	Does Not Meet Expectations Limited Credit (0-10 point)
Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending
Content	Responses demonstrate inclusion of content from across the HSMCD curriculum as	One key area undeveloped Minimally includes HSMCD curricula	Poorly developed Does not include any course



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	support Substantive, with thoughtful conclusions	content as support Conclusions miss a point	source for support No discernable ending
Mechanics	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors

Discussion Board Posting

Students will complete one discussion board posting during the semester. *The purpose of the Discussion Board Posting is to assess student motivation for life-long learning and development.* This posting consists of three (3) questions posed by your professor and will be evaluated using the following rubric:

Dimension	Exceeds Expectations Full Credit (5 points)	Meets Expectations Partial Credit (4 points)	Does Not Meet Expectations Limited Credit (0 – 3 points)
Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending
Content	All elements addressed with inclusion of film material, and at least one scholarly source of support Substantive, with thoughtful conclusions	One key area undeveloped Minimally includes film reference or scholarly sources for support Conclusions miss a point	Poorly developed Only states, “I agree”, “Yes”, “No” or something similar Does not include any film reference or scholarly source for support No discernable ending



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Grammar/Spelling	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors
Timeliness	On time	On time	Late

Collegiate Learning Assessment

Wichita State University (WSU) administers the Collegiate Learning Assessment (CLA) to graduating seniors each year. *The purpose of the Collegiate Learning Assessment is to measure student learning as it pertains to critical thinking, analytical reasoning, problem solving, and writing.* Students will receive their personal report (by the end of the spring semester), which includes their score and a comparison to students at WSU and other students participating nationally. This report can be useful to students when interviewing for jobs, internships, etc., as potential employers and intern supervisors are very interested in knowing how students perform in the areas measured by the CLA. The CLA will be conducted as a computerized assessment in Ahlberg Hall ISL computer lab and no preparation is necessary.

Group Action and Responsibility Plan (Group Project)

Students must collectively prepare a group action and responsibility plan detailing the actions they will take on the group project and who will be responsible for carrying out each action. *The purpose of the Group Action and Responsibility Plan is for students to create specific steps for success and develop a plan indicating who will carry out each of the steps for the group project.* The assignment is to be completed by ALL class members and prepared as a single, written document signed by all students.

Community Health Worker (CHW) Integration Summary (Group Project)

Students will write a two-page, double-spaced summary of what CHW integration into healthcare teams looks like in other states. *The purpose of Community Health Worker Integration Summary Group Project is to allow students the opportunity to apply skills from across the curricula in the context of public health practice, to demonstrate the ability to effectively work with team members, and to evaluate challenges currently facing the United States health care system to determine the extent to which epidemiologic trends, social and behavioral trends, financing and delivery trends, health care policy, and ethics contribute to the challenge.* The summary must include the following: an introduction, definition of CHWs, their work, their role in the health care system, and description of three examples of how they are being integrated into healthcare teams. Students must also include discussion of barriers to CHW integration, as well.

Annotated Bibliography (Group Project)

Students will research and write an annotated bibliography with a minimum of 20 academic resources from works that document the



integration of CHWs into healthcare teams. *The purpose of Annotated Bibliography Group Project is to allow students the opportunity to apply skills from across the curricula in the context of public health practice, to demonstrate the ability to effectively work with team members, and to evaluate challenges currently facing the United States health care system to determine the extent to which epidemiologic trends, social and behavioral trends, financing and delivery trends, health care policy, and ethics contribute to the challenge.*

Community Health Worker Interviews (Group Project)

Students will complete a comprehensive CHW interview project. *The purpose of Community Health Worker Interviews Group Project is to allow students the opportunity to apply skills from across the curricula in the context of public health practice, to demonstrate the ability to effectively work with team members, and to identify constraints to working within a wider health services environment.* Students will work with professionals at the WSU Community Engagement Institute (CEI) to develop a set of interview questions to be administered to grant project leaders throughout the nation regarding their CHW integration efforts. Interview responses will be collapsed into a summary and presented to the Public Health team from the WSU CEI. Some class sessions will include in-class work while others will require students to work together outside and even off the Wichita State University campus. Because of the nature of the project, adaptability and flexibility will be necessary.

Capstone Reflection

Students will end the semester by writing a capstone reflection. *The purpose of the Capstone Reflection is to demonstrate how capstone course content applies to the field of public health.* Student's reflections are to showcase the concepts learned and activities completed and to discuss how this work relates to other courses in the curriculum and the core values of public health practice. Capstone reflections must be no more than two, double-spaced pages and is to be uploaded to Blackboard for evaluation based on the following rubric:

Dimension	Exceeds Expectations Full Credit (5 points)	Meets Expectations Partial Credit (4 points)	Does Not Meet Expectations Limited Credit (0 – 3 points)
Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending
Content	Reflection demonstrated how Capstone experience related to core values and essential	One key area undeveloped Minimally demonstrated how Capstone relates to core values and essential	Poorly developed Does not include any reference to core values or essential



		services of public health practice Reflection identifies how Capstone relates to other HSMCD coursework Substantive, with thoughtful conclusions	services of public health Superficial demonstration of how Capstone relates to HSMCD coursework Conclusions miss a point	services Does not discuss relationship of Capstone to HSMCD coursework No discernable ending
	Grammar/Spelling	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors
	Timeliness	On time	On time	Late
Technology	This is a hybrid, Blackboard enhanced course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend's computer, one at work, one at public library or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails and posting assignments. The Blackboard system also will be used for the delivery of some course materials, to administer examinations, and to post all homework assignments and the final examination. Students are required to review Blackboard for ancillary reading assignments and must be prepared to thoughtfully discuss the posted materials. Posted materials may consist of Internet sites, PDF files, and MS-Word files.			
Participation and Conduct	Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are expected to adhere to the following behaviors: <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the Wichita.edu system.			



- Sign all email correspondences with both first and last name.
- Write "HMCD 470" in the subject line of all email correspondences.
- Expect up to a 24 hour delay, excluding weekends, for response to email correspondences that conform to the above mentioned expectations.
- Adherence to general netiquette standards (see [The Core Rules of Netiquette](#)) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind *may* receive expulsion and an automatic F for the course.
- Write your first and last name on all assignments (on the paper itself).
- Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).
- Proper [parenthetical in-text citation](#) in standardized formats is expected as necessary – see [OWL](#) for an online, comprehensive and update source for citation.
- Attach any files as a document in MSWord format.
- If the Blackboard system is down, contact your instructor **only** after you first have contacted [WSU OneStop](#).
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
- Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials.
- Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
- Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).
- Use the Shocker Alert System to be contacted by WSU through email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy



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	http://webs.wichita.edu/inaudit/ch2_17.htm									
Disability Services	<p>Recording devices are not allowed. If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>									
Counseling and Testing	<p>The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p>									
Intellectual Property and Copyright Notice	<p>Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.</p> <p>Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are copyrighted and may not be used without permission. Video and audio recording of lectures without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings and lecture materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.</p>									
Course Schedule	<p style="text-align: center;">Tentative Schedule</p> <table border="1"><thead><tr><th>Date</th><th>Weekly Content and Objectives</th><th>Assignments</th></tr></thead><tbody><tr><td>Jan 21</td><td><p>Course Overview</p><ul style="list-style-type: none">• Explain course format and expectations<p>Team Introductions & Icebreaker</p><ul style="list-style-type: none">• Identify team strengths</td><td><p>Folder 1</p><ul style="list-style-type: none">• Activity: Syllabus Agreement due by January 28</td></tr><tr><td>Jan 28</td><td><p>Professional Identity</p></td><td><p>Folder 2</p></td></tr></tbody></table>	Date	Weekly Content and Objectives	Assignments	Jan 21	<p>Course Overview</p> <ul style="list-style-type: none">• Explain course format and expectations <p>Team Introductions & Icebreaker</p> <ul style="list-style-type: none">• Identify team strengths	<p>Folder 1</p> <ul style="list-style-type: none">• Activity: Syllabus Agreement due by January 28	Jan 28	<p>Professional Identity</p>	<p>Folder 2</p>
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		<ul style="list-style-type: none">• Review public health core values and essential services <p>Stewardship and Public Health</p> <ul style="list-style-type: none">• Review roles of public health• Explore the responsibilities of public health professionals• Explore role of public health programs in improving quality of life <ul style="list-style-type: none">• Web Link: I Am Public Health• Web Link: Ten Great Public Health Achievements• Reading: Benjamin, Georges 2015 "Health Equity and Social Justice: A Health Improvement Tool"
Feb 4	Introduction to Group Project <ul style="list-style-type: none">• Review Community Health Worker (CHW) concept• Review goals of project<ul style="list-style-type: none">○ Guest: Sonja Armbruster, Director, WSU Institute of Public Health• Explore and critically analyze role of CHWs and their impact on public health at a national, state, and local level• Explore and critically analyze similarities and differences among CHW initiatives in other states• Evaluate and communicate current research of CHW integration into healthcare systems in other states• Demonstrate communication skills to interview and investigate CHW in public health systems outside of Kansas• Create action plan and assign responsibility for group project activities	Group Project Folder <ul style="list-style-type: none">• Reading: CDC Policy Brief "Addressing Chronic Disease Through Community Health Workers"
Feb 11	No Face-to-Face Class Group Project Workday Public Health Ethics <ul style="list-style-type: none">• Appraise text for public health ethical implications• Demonstrate integrated learning from across the HSMCD curricula in writing	Group Project Folder Ethics Folder <ul style="list-style-type: none">• Ethics Question Set #1 due through SafeAssign by 7:00 pm LO 9



	Feb 18	Professional and Educational Advancement <ul style="list-style-type: none">• Examine value of participation in professional organizations• Discuss importance of professional affiliations• Explore options for graduate education<ul style="list-style-type: none">○ <i>Guest: Melissa Armstrong, KU MPH, KU MHSA</i>○ <i>Guest: Dr. Nicole Rogers, WSU Aging Studies</i>	Folder 4 <ul style="list-style-type: none">• Web Link: ACHE Website• Web Link: KPHA Website• Web Link: APHA Website• Web Link: WSU Master of Aging Studies Website• Web Link: KU Master of Public Health Website• Web Link: KU Master of Health Services Management Website• Web Link: Occupational Outlook for Health Educators and Community Health Workers• Web Link: Occupational Outlook for Medical and Health Services Managers
	Feb 25	Group Project <ul style="list-style-type: none">• Develop an annotated bibliography of works that document the integration of CHWs into healthcare teams	Group Project Folder <ul style="list-style-type: none">• CHW Integration Summary due• Annotated Bibliography due April 7
	Mar 3	Professional Development <ul style="list-style-type: none">• Examine workplace expectations• Edit resumes• Explore professional social networks appropriate to health services<ul style="list-style-type: none">○ <i>Guest: Karen Pickert, Career Development Center</i>	Folder 3 <ul style="list-style-type: none">• Web Link: WSU Career Services Resources• Web Link: WSU Career Blog• Web Link: Big Interview• CHW Integration Summary due LO 3• Group Action Plan due LO 5
	Mar 10	Collegiate Learning Assessment Class meets in the Independent Study Lab (ISL)	Resume Due LO 1
	Mar 17	No Class WSU Spring Break	
	Mar 24	No Face-to-Face Class Group Project Workday	Group Project Folder Ethics Folder



	Public Health Ethics <ul style="list-style-type: none">• Appraise text for public health ethical implications• Demonstrate integrated learning from across the HSMCD curricula in writing	<ul style="list-style-type: none">• Ethics Question Set #2 due through SafeAssign by 7:00 pm LO 9
Mar 31	No Face-to-Face Class Self-Evaluation and Personal Growth and Development <ul style="list-style-type: none">• Evaluate self• Examine approaches to professional growth and continual development• Construct a model for personal and professional growth	Folder 5 <ul style="list-style-type: none">• Film: Steve Jobs One Last Thing• Discussion Board Posting due by 7:00 pm LO 2
Apr 7	Group Project <ul style="list-style-type: none">• Determine action for addressing project challenges• Create question set for CHW interviews	Group Project Folder <ul style="list-style-type: none">• Annotated Bibliography Due LO 4• Mock Interview due LO 1
Apr 14	No Face-to-face Class Group Project Work Day <ul style="list-style-type: none">• Conduct CHW interviews• Appreciate need to work with individuals of other professions to maintain a climate of mutual respect and shared values• Recognize constraints to working within a wider health services environment• Demonstrate appropriate oral and written communication skills for diverse environments that facilitate effective practice and professional relationships• Understand the need for relationship-building to effectively plan and deliver population-centered, equitable care	Group Project Folder
Apr 21	No Face-to-Face Class Group Project Workday	Group Project Folder Ethics Folder



		<p>Public Health Ethics</p> <ul style="list-style-type: none">• Appraise text for public health ethical implications• Demonstrate integrated learning from across the HSMCD curricula in writing	<ul style="list-style-type: none">• Ethics Question Set #3 Due through SafeAssign by 7:00 pm LO 9
	Apr 28	<p>In-Class Group Project Work Day</p> <ul style="list-style-type: none">• Review options for comprehensively addressing project challenges• Discuss CHW Interview data• Determine formatting form CHW Interview data• Develop work plan for progression of project• Prepare project presentation	<p>Group Project Folder</p> <ul style="list-style-type: none">• CHW Interviews due LO 6, LO 7, LO 8
	May 5	<p>Group Project Presentations</p> <ul style="list-style-type: none">• Present Group Project to community partners• Demonstrate appropriate oral and written communication skills for diverse environments that facilitate effective practice and professional relationships• Integrate feedback into final project improvement	
	May 12	<p>Face-to-Face Class To Be Determined As Needed</p> <p>Final Group Project Due</p> <ul style="list-style-type: none">• Complete group project	<p>Group Project Folder</p> <ul style="list-style-type: none">• All written Group Project activities due by the end of class time LO 5, LO 7, LO 8• Capstone Reflection due by 7:00 pm LO 2
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student		



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Health Services (316)978-3620. For more information about Title IX, go to: <http://www.wichita.edu/thisis/home/?u=titleixf>

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Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.



HMCD 478, Health Economics, Fall 2016, 2016

Instructor:	Ron Stephen
Department:	Public Health Science
Office Location:	None
Telephone:	316-729-7363
Email:	Ron.stephen@wichita.edu
Preferred Method of Contact:	email
Office Hours:	None, but will arrange to meet as requested
Classroom; Days/Time:	AH 110A; Mon/1630

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. *Changes to the syllabus as the semester progresses will be communicated through Blackboard and in class if possible.*

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Cheating in any form, plagiarism or other misrepresentation of work, disruptive behavior and/or talking in class while others are speaking will not be tolerated and could result in disciplinary action up to and including an automatic F for the course with a report to university administration.

Course Description

Approaches health economics by following the flow of funds to describe the incentives and organizational structure of the health care system in the United States. Examines transactions between patients and providers, the role and results of insurance and government involvement, and some of the history of the U.S. health care system. Also considers national health spending and public health from a macroeconomics perspective.

This course approaches Health Economics by following the “flow of funds” to describe the incentives and organizational structure of the healthcare system in the United States. We will examine transactions between patients and providers, the role and results of insurance and government involvement and some of the history of our healthcare system. We will also consider national health spending and public health from a macroeconomics perspective.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Go to: <http://webs.wichita.edu/?u=academicaffairs&p=/definitionandassignmentofcredithours/> for the

policy and examples for different types of courses and credit hour offerings.

Measurable Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:

1. (LO 1) discuss how money flows in the healthcare system
2. (LO 2) differentiate the incentives of physicians, hospitals, insurance companies, patients, the government and others in the healthcare system
3. (LO 3) recognize how special interests influence healthcare economics
4. (LO 4) relate the development of the U. S. healthcare system since 1900
5. (LO 5) describe the opportunities and challenges of public health in the U. S. health care system

Required Texts and Other Readings

There is one required text: **Health Care Economics**, by Thomas E. Getzen (available from the WSU Bookstore and other sources). I recommend that you bring this book to class. The text contains an excellent set of Questions at the end of each chapter and a superb Glossary. In addition to the questions at the end of each chapter, you will find pre-test and post-test questions for each chapter at www.wiley.com/college/getzen. Use of these web-site questions is highly recommended. The assigned journal readings are listed below and are an integral part of this course. It is possible that additional journal readings will be posted on Blackboard.

This is an introductory course to health economics and how money flows through the health care system in the United States and internationally. There is a potentially overwhelming amount of information available about the subject. The text and the readings together serve to focus our attention amid all the information available.

Journal articles and other readings: The journal readings are intended to familiarize you with some of the key journals in our field; to emphasize, add depth to, and explore real-world applications of fundamentals covered in the text and lectures; and to provide stimuli for discussion. You may access the journals through the WSU library online Electronic Resources eJournals unless otherwise noted. To access the journal articles through WSU: from WSU home page, go to WSU Libraries, select “eJournals”, type in the name of the journal, select a search engine that offers the dates of the journal issue you are searching for, select the issue date, open the issue and select the article you are looking for. There are numerous other ways to find a specific journal article.

Reading journal articles is a learned skill. Some students have found the following hints to be useful in developing this skill:

1. Read the abstract (or summary) first if one is available.
2. Skim the entire article.
3. Ask yourself
 - a. What is the main point of this article?
 - b. How does this article relate to the text and/or class discussion?
 - c. Why would this article be included as required reading?
 - d. Is there anything controversial in the article?
4. Reread the entire article, and then ask yourself: Can I summarize this article in a few sentences?

Class Protocol (Suggested)

Each class meeting will include both lecture and student participation. Each student is expected to have

read the assigned chapters in the text and the assigned journal readings prior to class. As time permits, we will discuss the end of chapter questions and the assigned journal articles. Classes may also include discussion of controversial topics and current events in health care. All views are welcome and respected. Be sure to use Blackboard to stay in touch.

This course is Blackboard enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be normally posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard.

All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.

This class focuses on the structure, relationships and key players of the flow of funds in the health services system. Class discussion is crucial to understanding the concepts and nuances of our health services system. Every student is expected to participate in class discussions. Obviously you cannot participate if you are not in class. Therefore, class attendance is very important. Feel free to visit with me outside of the classroom as well.

Class will begin and end at the scheduled times. Please arrive on time and remain seated and attentive until dismissed. If unusual circumstances require you to arrive late or to leave early, or to miss a class, please let the instructor know in advance.

Recording devices are not permitted, but use of electronic devices such as laptops is welcome (except for the in-class exams). Please place cell phones in silent, vibrate or off mode. Use of cell phones and other electronic devices for communication (sending or receiving) during class is disruptive and is not permitted.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
93-100	A	4.00	<i>The A range denotes excellent performance.</i>
90-92	A-	3.70	
87-89	B+	3.30	
83-86	B	3.00	<i>The B range denotes good performance.</i>
80-82	B-	2.70	
77-79	C+	2.30	
73-76	C	2.00	<i>The C range denotes satisfactory performance.</i>
70-72	C-	1.70	

67-69	D+	1.30	
63-66	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
60-62	D-	0.70	
0-59	F	0.00	<i>F denotes failing performance.</i>

Assignments

Testing and Grading

There will be three exams as shown below. If a student misses an exam, a make-up may be granted at the instructor's discretion. Make-up exams will consist of the instructor's choice of format.

- 20% First exam
- 25% Second exam
- 25% Final exam
- 15% Applied analysis paper and oral presentation
- 10% Class participation
- 5% Selecting a Health Insurance Plan homework

Required papers/Written Assignments/Oral Presentations. There are two required written assignments. Both must be submitted through Safe Assignment. You will also present your applied analysis paper to the class as outlined below.

1. Homework Case Studies (LO1, LO2, LO 3, LO 4 and/or LO 5)

- a. There are several case studies, each intended to allow you to reflect on material discussed in class. The case studies are assigned as homework. Each case study is due in Safe Assignment one week after class discussion of the subject matter. The case studies, with due dates, can be found in Blackboard under "Case Studies".
- b. Case studies will be graded on a "pass-fail" based on your comprehension and analysis (critical thinking) of the issue(s). Often there is no "right" answer, but rather several potentially viable courses of action. Most case studies can be submitted in one page or less. Completion of the case studies is part of your Class Participation grade

2. Selecting A Health Insurance Plan (LO 1) (LO 2)

- a. Scenario: Congratulations! You have just graduated from WSU and have accepted a position as Assistant Director of the Kansas State Health Planning Council with a starting salary of \$46,000. Your first task is to select appropriate health insurance for yourself and your family. Using the State of Kansas Health Plan Summary 2016, select your desired health plan coverage for each of the following two situations:
 - (1.) Your own current situation (or, if you prefer, a single and healthy).
 - (2.) Assume that you are married with two children, one of whom has a chronic problem requiring frequent trips to the physician, occasional hospitalizations and high pharmacy expense. Your spouse does not have health insurance.
- b. Requirement: For each situation, identify the amount that will be deducted from your paycheck, and discuss why you chose the plan you did. Your considerations as to which plan should include your willingness to take risk, how much you are willing to pay for coverage and how much choice you wish to have. Be sure to consider all of your options, including dental and vision. The "Selecting a Health Insurance Plan" worksheet posted on Blackboard may help frame your response.
- c. Due date: Papers are due prior to class on Sep 19th. Five points will be deducted for each day late.

- d. Safe Assignment: Papers must be submitted through Safe Assignment, which is a plagiarism detection tool. Your work must be your own and any content/ideas not your own must be fully cited.
 - e. Other information: You will have a number of options. Be prepared to discuss your choices with the class. You will find the State of Kansas Health Plan Summary at (www.kdheks.gov/hcf/sehp/)
3. **Applied Analysis Paper: (LO 1, LO 2, LO 3, LO 4 and/or LO 5 depending on topic selected)** A 6-8 page applied analysis (Literature review) paper is required. Your paper should reflect your literature review, critical thinking and a bibliography that reflects your research. There is list of potential topics posted on Blackboard or you may choose a health care economics topic which is pertinent to your area of expertise, interest and/or employment. I will be glad to work with you in selecting an appropriate topic. Please coordinate topics not on the list with me.
- a. Scenario: You have been working as Assistant Director for Patient Services for Caribou Regional Medical Center (CRMC) for six months since your graduation from Wichita State University. Caribou RMC is a 125 bed community hospital located in Windy Hill, Kansas. The hospital CEO has asked you to make a presentation at an upcoming Board retreat to help educate the members of the hospital Governing Board. Although all are highly successful business and community leaders, several of the new Board members have limited knowledge of the economic aspects of health care reform and management. The CEO would like you to prepare a brief 6-8 page review of your topic to be provided to Board members as a reference. Your task is to help the new Board members gain an appreciation for the incentives that drive health system behavior.
 - b. Grading: Papers will be graded on the basis of breadth and depth of research, subsequent understanding and critical analysis of the subject, ability to express such clearly and substantively in writing and the written presentation of your work. Your paper must be original work for this class.
 - c. Bibliography: All papers must include a bibliography which reflects all sources used in writing your paper.
 - d. Dates: Papers are due Sep 19th. Five points will be deducted for each day late.
 - e. Format: Your paper must be properly formatted in a publication style of your choice (e.g. medical literature, MLA, or APA). Proper formatting includes thorough and accurate citations and notes made either via footnotes or reference to an appendix. Proper citation is essential to give credit for ideas not yours and to avoid plagiarism.
 - f. Safe Assignment: Papers must be submitted through Safe Assignment, which is a plagiarism detection tool. Please ensure that all sources of information are properly referenced.

Extra Credit

Students desiring an extra credit assignment may read and report on up to three of the books listed in the “Extra Credit Book List” on Blackboard. To receive extra credit, please submit a 3-5 page summary/analysis/critique through Safe Assignment. Please be sure that your report reflects your personal summary/analysis/critique/learning and not the content of a published book summary. Book reports must be posted on Blackboard one week prior to the final exam to be considered. Each book report will be worth up to five points added to your final exam grade. Each student may submit a maximum of three book reviews. Each book review must be original work for this course.

Late Assignments

Assignments submitted late may receive partial credit. Please see the specific assignment for details.

Missed Assignments and Exams

If a student misses an exam, a make-up may be granted at the instructor's discretion. Make-up exams will consist of the instructor's choice of format. Please notify the instructor in advance if possible.

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Tentative Schedule for 15 week class – adjust to your style and different term lengths

Course Outline and Readings

Aug 22	Introduction The Flow of Funds through the Health Care System 1. Getzen Ch 1 2. "A Practical Roadmap for the Perilous Journey from a Culture of Entitlement to a Culture of Accountability", Nathan S. Kaufman, <u>Journal of Healthcare Management</u> , Sep/Oct 2011, v56:5, p. 299. 3. "Improving the Quality of Health Care: What's Taking So Long?" Mark R. Chassin, <u>Health Affairs</u> , October 2013, v32:10, p. 1761.
Aug 29	Economic Evaluation of Health Services Cost-Benefit and Cost-Effectiveness Analysis Case Study #1 due before class 1. Getzen Ch 2 and 3 2. "Organ Transplantation: Is the Best Approach a Legalized Market or Altruism?" Allison Clemons, <u>Journal of Healthcare Management</u> , Jul/Aug 2009, v54:4, p. 231. 3. "Terri Schiavo, Son Hudson and 'Nonbeneficial' Medical Treatments", Robert M. Veatch, <u>Health Affairs</u> , Jul/Aug 2005, v24:4, p. 976.
Sep 7	NO CLASS: LABOR DAY
Sep 12	Health Insurance Case Study #2 due before class 1. Getzen Ch 4 2. "Employment-Based Health Insurance: Past, Present, and Future", Alain C. Enthoven and Victor R. Fuchs, <u>Health Affairs</u> , Nov/Dec 2006, v25:6, p. 1538. 3. "Life and Death and Who's Going to Pay", Philip Musgrave, <u>Health Affairs</u> , Nov/Dec 2006, v25:6, p. 166 4. State of Kansas Health Plan Summary (www.kdheks.gov/hcf/sehp/)

Sep 19	Insurance Contracts and Managed Care Exam Review Note: "Selecting A Health Insurance Plan" homework due before class today (Submit through Safe Assignment) 1. Getzen Ch 5 2. "Young Americans and the Affordable Care Act", Health Policy Brief, <u>Health Affairs</u> , Dec 16, 2013 (available at http://healthaffairs.org.proxy.wichita.edu/healthpolicybriefs/brief_pdfs/healthpolicybrief_105.pdf) 3. "Medicaid at Age 50: Remarkable Growth Fueled by Unexpected Politics" Michael S. Sparer, <u>Health Affairs</u> , July 2015, v34:7, p. 1084.
Sep 26	EXAM
Oct 3	Exam Postmortem Physicians 1. Getzen Ch 6 2. "The Cost Conundrum", Atul Gawande, <u>The New Yorker</u> , Jun 1, 2009, v85:16, p. 36. 3. "A New Pathway for Medical Education"; Shannon, Buser, Hahn, Crosby, Cymet, Mintz and Nichols; <u>Health Affairs</u> , November, 2013; v32:11; p. 1899. 4. "Primary Care: Proposed Solutions to the Physician Shortage without Training More Physicians", Thomas S. Bodenheimer and Mark D. Smith, <u>Health Affairs</u> , November 2013, v32:11, p. 1881.
Oct 10	Physician Organization and Business Practice Case study #3 due before class 1. Getzen Ch 7 2. "Is Concierge Medicine the Future of Health Care?" Devin Leonard, <u>Bloomberg Businessweek</u> , Nov 29, 2012, available at http://www.businessweek.com/articles/2012-11-29/is-concierge-medicine-the-future-of-health-care 3. "Medicine Gets Personal: How Can Americans Get Better Health Care for Less Money?" David Von Drehle, <u>Time</u> , Dec 29, 2014-Jan 5, 2015, p. 49
Oct 17	NO CLASS: FALL BREAK
Oct 19	Hospitals Case study #4 due before class 1. Getzen Ch 8 2. "The Pricing of U. S. Hospital Services: Chaos Behind a Veil of Secrecy", Uwe E. Reinhardt, <u>Health Affairs</u> , Jan/Feb 2006, v25:1, p. 57. 3. "The Enduring Role of the Emergency Medical Treatment and Active Labor Act", Sara Rosenbaum, <u>Health Affairs</u> , Dec 2013, v32:12, p. 2075.
Oct 30	Applied Analysis Papers due today at 11:59 PM

Oct 31	Management and Regulation of Hospital Costs Exam Review 1. Getzen Ch 9 2. "The Many Different Prices Paid to Providers and the Flawed Theory of Cost Shifting: Is It Time for a More Rational All-Payer System?" Uwe E. Reinhardt, <u>Health Affairs</u> , Nov 2011, v30:11, p. 2125. 3. "Prices for Common Medical Services vary substantially among the Commercially Insured"; David Newman, Stephen T. Parente, Eric Barrette and Kevin Kennedy; <u>Health Affairs</u> ; May 2016, v35:5, p. 1. 4. "How to Charge \$546 for Six Liters of Saltwater" Nina Bernstein, <u>The New York Times</u> , August 25, 2013 (available at http://www.nytimes.com/2013/08/27/health/exploring-salines-secret-costs.html?_r=0&pagewanted=print) 5. "Bitter Pill: Why Medical Bills are Killing Us", Steven Brill, <u>Time</u> , March 4, 2013, p.16.
Nov 7	EXAM
Nov 14	Pharmaceuticals Exam Postmortem Case study #5 due before class 1. Getzen Ch 12 2. "Why Are Drug Costs So High in the United States?" Roxanne Nelson, Medscape, Nov 19, 2014 available at http://www.medscape.com/viewarticle/835182 3. "The Impact of Specialty Pharmaceuticals as Drivers of Health Care Costs", Bradford R. Hirsch, Suresh Balu and Kevin A. Schulman; <u>Health Affairs</u> ; Oct 2014; v33:10, p. 1714.
Nov 21	Long Term Care 1. Getzen Ch 11 2. Long-Term Care: Who Gets It, Who Provides It, Who Pays, and How Much?" H. Stephen Kaye, Charlene Harrington and Mitchell P. LaPlante; <u>Health Affairs</u> , Jan 2010, v29:1, p. 11. 3. "What Are We Going To Do with Dad?" Jerald Winakur, <u>Health Affairs</u> , Jul/Aug 2005, v24:4, p. 1064.
Nov 28	Managed Care How Our Healthcare Delivery System Is Changing Case study #6 due before class 1. Getzen Ch 10 2. "Cottage Industry to Postindustrial Care – The Revolution in Health Care Delivery"; Swenson, Meyer, Nelson et al; <u>The New England Journal of Medicine</u> ; Feb 4, 2010, v362:5, p. e12. 3. "The Triple Aim: Care, Health and Cost"; Donald M. Berwick, Thomas W. Nolan and John Whittington; <u>Health Affairs</u> ; May/Jun 2008; v27:3; p. 759. 4. "From Acute Care to Home Care: The Evolution of Hospital Responsibility and Rationale for Increased Vertical Integration", Prasant K. Dilwali, <u>Journal of Healthcare Management</u> , Jul/Aug 2013, v58:4, p. 267.

5. "An Argument for the Integration of Healthcare Management with Public Health Practice", Daniel K. Zismer, Journal of Healthcare Management, Jul/Aug 2013, v58:4, p. 253.

Dec 5

The Role of Government

Public Goods and Public Health

International Comparisons of Health and Health Expenditures

Dynamics of National Health Spending

Exam Review

Case study #7 due before class

Getzen Ch 13 and 14

1. "Dying of a Treatable Disease", Carla C. Keirns, Health Affairs, Nov/Dec 2009, v28:6, p. 1807
2. "Understanding the 'Swiss Watch' Function of Switzerland's Health System" Tsung-Mei Cheng, Health Affairs, Aug 2010, v29:8, p. 1442.
3. "Access, Affordability and Insurance Complexity Are Often Worse in the United States Compared to Ten Other Countries"; Cathy Schoen, Robin Osborn, David Squires and Michelle M. Doty; Health Affairs, Dec 2013, v32:12; p. 2205.

Dec 12

FINAL EXAM (LO 2, LO 3, LO 4 and LO 5)



HMCD 481 Cooperative Education, Fl, Sp & Summer

Instructor:	Sarah M Taylor, MS
Department:	Public Health Sciences
Office Location:	AH 135D
Telephone:	(316) 978-5650
Email:	Sarah.taylor@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:00 to 3:00 p.m.

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

Course Description

Provides the student with a field study that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. Individualized programs must be formulated in consultation with, and approved by, appropriate faculty sponsors and cooperative education coordinators. May be repeated for credit. Prerequisite: instructor's and cooperative education coordinator's consent.

Definition of a Credit Hour

Success in this 3 credit hour COOP is based on the expectation that students will spend, for each unit of credit, 50 hours over the length of the course (approx. 10 contact hours per week for a 15 week semester) for a total of 150 hours. In addition, outside practicum work activities include reading, writing, studying, and research as to fulfill the required activities of the course.

Measurable Student Learning Outcomes

- Determined by the Student, Department, and Cooperative Education

Grading Scale

This course is a Pass/Fail course and does not have a grading scale. Either a student meets the expectations of the assigned work or they do not.

Assignments

Bi-Weekly Journals

In considering your interactions with your coop site as you proceed with your project, you could and should address:

- What did you learn during this interaction?
- What did you contribute?
- What did the other members of the coop site contribute?

In considering your own actions, you could address:

- What happened when I tried something new? Why did I success or fail?
- Did I have an “aha” moment?
- Did I consider an alternative perspective? Why or why not?
- Do I have a theory about why this is working or not working?
- What have I learned that is causing me to interact differently?
- What new behaviors do I plan on taking for the purpose of what action?
- What skill set did I offer my coop site? Do I have skills that I “kept to myself?”
- What skills need to be addressed or developed for me to accomplish my goals? How will I go about gaining them?

End of semester reflection – The student must submit a **TYPED**, written report (minimum of 5 double-spaced pages) at the end of the Coop instructions can be found on Blackboard.

e-Portfolio - Students must create an e-portfolio which includes information from their practicum and their overall education experience. Instructions can be found on Blackboard.

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Other

[If there are other university or departmental policies you wish to include, place them here.]

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		Begin Work
2		1 st Bi-Weekly Journal
3		
4		2 nd Bi-Weekly Journal
5		
6		3 rd Bi-Weekly Journal
7		
8		4 th Bi-Weekly Journal
9		

10		5 th Bi-Weekly Journal
11		
12		6 th Bi-Weekly Journal
13		
14		7 th Bi-Weekly Journal
15		
16		End of Semester Reflection e-Portfolio
Final		



HMCD 490, Master Syllabus

Instructor:	Sarah M Taylor, MA
Department:	Public Health Sciences
Office Location:	AH 135D
Telephone:	(316) 833-3981
Email:	sarah.taylor@wichita.edu
Preferred Method of Contact:	Email
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Course Description

Supervised intensive study of special topics and problems relating to health care delivery. Repeatable up to 6 hours. Prerequisite: program consent.

Definition of a Credit Hour

Success in this 3 credit hour independent study is based on the expectation that students will spend, for each unit of credit, 35 hours over the length of the course (approx. 45 hours of research and writing for each unit of credit) for a total of 135 hours.

Measurable Student Learning Outcomes

- LO#1 Build research skills.
- LO#2 Apply principles of current research to a topic in area of discipline.
- LO#3 Demonstrate critical thinking in synthesis of theory related to the topic in written assignment.
- LO#4 Identify and describe needs for further research based on findings of this project.

Class Protocol

- Week 1 and 2: Meet with faculty mentor and define project topic, assignment perimeters and schedule of readings
- Week 3, 4, 5: Student works to complete the agreed upon project, and submit article reviews.
- Week 5: Meet with faculty mentor and submit article reviews.
- Week 6, 7: Student works to complete the agreed upon project, and submit article reviews.
- Week 8: Student submits a draft of the term paper
- Week 9-15: Meet with faculty mentor
- Week 16: Submit Final Project

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other

classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
100 - 93	A	4.00	<i>The A range denotes excellent performance.</i>
92 - 90	A-	3.70	
89 - 87	B+	3.30	
86 - 83	B	3.00	<i>The B range denotes good performance.</i>
82 - 80	B-	2.70	
79 - 77	C+	2.30	
76 - 73	C	2.00	<i>The C range denotes satisfactory performance.</i>
72 - 70	C-	1.70	
69 - 67	D+	1.30	
66 - 63	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
62 - 60	D-	0.70	
58 - 0	F	0.00	<i>F denotes failing performance.</i>

Assignments

The assignment due will vary by semester and the scope of the project.

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2	LO#1	Meet with Faculty mentor to define project, assign parameters and schedule of reading, work, etc.
3	LO#2	Student works on reading, project work, etc.
4	LO#2	Student works on reading, project work, etc.

5	LO#1, LO#2	Student works on reading, project work, etc. Meet with faculty mentor and submit work.
6	LO#2, LO#3	Student works to complete project.
7	LO#2, LO#3	Student works to complete project.
8	LO#2, LO#3	Student works to complete project.
9	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
10	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
11	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
12	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
13	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
14	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
15	LO#1, LO#2, LO#3	Meet with faculty mentor. Student works to complete project.
16	LO#4	Submit final project.



HMCD 616, Environmental Health, Fall, 2016

Instructor:	Susan Erlenwein
Department:	Department of Public Health Sciences
Office Location:	1144 S. Seneca
Telephone:	(316) 660-7205
Email:	susan.erlenwein@sedgwick.gov Susan.Erlenwein@wichita.edu email
Preferred Method of Contact:	Monday - Friday; 8:00 AM - 5:00 PM; please call
Office Hours:	Ahlberg Hall Room 302; Monday 7:05PM - 9:40 PM
Classroom; Days/Time:	

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes to this syllabus will be announced in class and through emails. A new syllabus will be provided to reflect significant changes.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct:
http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy:
http://webs.wichita.edu/inaudit/ch2_17.htm.

The instructor, fellow students or any individual can report an incident by submitting a written complaint to the Student Conduct and Community Standards Office or through the online reporting system. The written complaint will be shared with the Respondent during the conduct process.

If the instructor has reasonable good faith belief that a student has committed academic misconduct, the instructor has the sole discretion to give the student an "F" on the assignment on which the student committed academic misconduct or an "F" for the entire course.

Course Description

This course introduces students to the importance of the environment to human health by examining the causes and controls of major environmental health problems. Course topics are structured around the things we do as individuals and societies that result in environmental health hazards including energy production, industry, food production, and the modern lifestyle as viewed through both a local and global lens. Special emphasis will be placed on environmental risk factors to susceptible populations and how they translate into public health policy and prevention. Students additionally will learn what they can do to protect and enhance their health, and to influence the quality of the environment. The course will include lecture, film, group analysis, and discussion. For undergraduate credit only.

Additional Content: This course also examines the investigative process of detecting contaminants in the environment. Special attention will be given to toxicological principles, contaminant fate and transport, environmental media and exposure pathways, risk assessment, and analysis of inorganic and organic chemicals in air, soil, sediments, surface water and groundwater. The course will introduce the student to the organizations and technical infrastructure of the local, state and federal environmental agencies regarding regulations and the scientific standards used to determine risk to the environment and to human health.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- LO 1: Define the foundations of environmental health
- LO 2: Describe the impact of the environment on human health
- LO 3: List the major agencies and organizations involved in environmental health protection and explain their basic responsibilities, programs and problems
- LO 4: Discuss environmental investigative techniques and standards
- LO 5: Distinguish between various environmental field sampling and monitoring techniques
- LO 6: Demonstrate practical knowledge of various environmental protection enforcement processes
- LO 7: Define the major sources and types of environmental risk factors
- LO 8: Analyze how Best Management Practices reduce pollution
- LO 9: Appreciate the complexity of applying environmental health policy and economic choices
- LO 10: Examine health literature to learn about all aspects of specific environmental health issues
- LO 11: Demonstrate knowledge of an environmental health issue by preparing a paper (all students) and presenting a PowerPoint presentation (PHS 816 students).

Required Textbook

Textbook: *Essentials of Environmental Health, Second Edition*

Author: Robert Friis

Publisher: Jones & Bartlett Publishers

ISBN13: 978-0763778903

Available at the WSU Bookstore and online (Amazon.com, textbooks.com, Barnesandnoble.com, etc.)

Other Readings

Environmental Health articles will be provided weekly during class. Homework assignments, group discussions and the final paper will require research.

Other Equipment/Materials

The use of a computer, the Internet, Microsoft Word and Microsoft PowerPoint (PHS 816 students) is recommended.

Class Protocol

Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course students are encouraged to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well.

I will make every attempt to respond to emails within a reasonable time frame. However, circumstances could cause up to a 48 hour delay, excluding weekends, for response to correspondences.

Turn in all work by the due date. Points will be taken off for late assignments.

Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.).

Per university policy, cell phones and pagers are to be turned off during class time. If you have emergency circumstances, instructor's approval must be sought.

Recording devices are not allowed. If you have a certifiable disability that requires special equipment, please contact WSU Office of Disability Services at 978-6970 so that arrangements can be made for optimal performance in this course.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct and the Student Academic Honesty Policy.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.:

Points	Letter grade	Grade Points	Interpretation
93 – 100	A	4.00	<i>The A range denotes excellent performance.</i>
90 – 92	A-	3.70	
87 – 89	B+	3.30	
83 – 86	B	3.00	<i>The B range denotes good performance.</i>
80 – 82	B-	2.70	
77 – 79	C+	2.30	
73 – 76	C	2.00	<i>The C range denotes satisfactory performance.</i>
70 – 72 -	C-	1.70	
67 – 69	D+	1.30	
63 – 66	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
60 – 62	D-	0.70	
< 59	F	0.00	<i>F denotes failing performance.</i>

Assignments

This course includes group activities and discussions following the lectures. Participation in these activities will be graded. The student is required to prepare a research paper on an environmental issue mutually agreed upon by the instructor and student. A list of potential topics will be provided. Attendance and participation in class is an important part of class dynamics. While missing an occasional class is to be expected, excessive absences will negatively impact your grade. If at all possible you should contact the instructor prior to missing a class (or at least the day after the missed class). It is up to the student to request any makeup assignments.

The course grade will be determined as follows for **HMCD 616**:

- Class Participation and Activity Reports = 30%
- Homework Assignments = 20%
- Research Paper = 50%

Additional information will be provided in class pertaining to the research paper and PowerPoint guidelines. In all instances, keep a copy of your submissions for your files in case of loss. All assignments must be completed for course fulfillment.

Extra Credit

Extra credit will be given to students who participate in the class debates.

Late Assignments

Students can turn in assignments after the due date with the permission from the instructor. Points can be taken off for late assignments.

Missed Classes and Assignments

Please contact the instructor if you miss a class. A makeup assignment will be assigned.

Important Academic Dates

In fall 2016, classes begin Monday, August 22, 2016, and end Thursday, December 8, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is November 1, 2016. There are no classes on Labor Day (Monday, Sept. 5), Fall Break (Oct. 15 (Saturday classes) thru 18), and Thanksgiving Break (Nov. 23-27). The final exam period is December 10-15, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

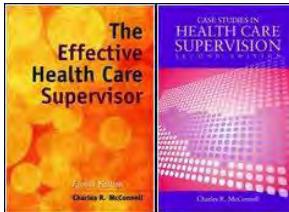
Tentative Schedule

Date	Classroom Lecture/Discussion	Readings	Activity
Week 1 Aug 22	<ul style="list-style-type: none"> • Course Introduction • Environmental Policy & Law • Objectives: LO 1, LO 3 and LO 6 	Chap. 1 Chap. 4	Discussion on Environmental Health
Week 2 Aug 29	<ul style="list-style-type: none"> • Inorganic Resources & Associated Environmental and Health Problems • Toxicology • Objectives: LO 2 and LO 10 	Chap. 6 Chap. 3	Class Activity on MSDS and Chemical Properties Class Debate on fluoridated water
Week 3 Sept 5	<ul style="list-style-type: none"> • Labor Day - NO CLASS 		
Week 4 Sept 12	<ul style="list-style-type: none"> • Energy & Associated Environmental and Health Problems • Objectives: LO 2 and LO 10 	Chap. 8	Class Debate on Coal-Fired Energy Plants
Week 5 Sept 19	<ul style="list-style-type: none"> • Exposure Assessment and Epidemiology • Occupational Health • Risk Assessment • Objectives: LO 6 and LO 7 	Chap. 2 Chap. 13	Class Activity on Risk Assessment Discussion on Black Lung Disease
Week 6 Sept 26	<ul style="list-style-type: none"> • Water Quantity and Quality Issues • Objectives: LO 2 and LO 4 	Chap. 9	Class Activity on Water Quality
Week 7 Oct 3	<ul style="list-style-type: none"> • Watersheds, Dams, and Soils • Objectives: LO 8 		Class Activity on Best Management Practices Video on "After the Storm"
Week 8 Oct 10	<ul style="list-style-type: none"> • Pesticides & Organic Chemicals • Food & Food Safety • Objectives: LO 9 and LO 10 	Chap. 7 Chap. 11	Discussion on Honey Bees Class Debate on GMO's
Week 9 Oct 17	<ul style="list-style-type: none"> • Fall Break - NO CLASS 		
Week 10 Oct 24	<ul style="list-style-type: none"> • Standards & Monitoring • Standard Operating Procedures • Objectives: LO 4 and LO 5 		Class Activity on Developing a Storm Water Study and SOPs
Week 11 Oct 31	<ul style="list-style-type: none"> • Reports & Project Management • Environmental Assessments • Objectives: LO 6 		Class Activity on Environmental Assessments and the Intrust Bank Arena and the Coleman Parking Lot
Week 12 Nov 7	<ul style="list-style-type: none"> • Solid Waste • Objectives: LO 2, LO 3 and LO 9 	Chap. 12	Class Activity on Developing Components of a Solid Waste Plan
Week 13 Nov 14	<ul style="list-style-type: none"> • Zoonotic Diseases • Objectives: LO 2 and LO 4 	Chap. 5	Class Activity on Zoonotic Diseases
Week 14 Nov 21	<ul style="list-style-type: none"> • Air Quality and Climate Change • Objectives: LO 2 and LO 9 	Chap. 10	Class Discussion and Debate on Climate Change
Week 15 Nov 28	<ul style="list-style-type: none"> • Disasters & Disaster Response • Continuity of Operations Plan • Objectives: LO 2, LO 3, LO 6 and LO 9 		Class Activity on Disasters
Week 16 Dec 5	CLASS PRESENTATIONS Research Paper Due <ul style="list-style-type: none"> • Objectives: LO 11 		Be attentive and ask questions after other student presentations



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Syllabus	HMCD-621- Supervisory Management in Health Care Organizations– Fall 2016
Meeting	Thursdays 7:05pm – 9:45pm – Ahlberg Hall Classroom 110A
	This syllabus provides you with information specific to this course, and it shares information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.
Instructor Information	<p>Instructor: Debbi Lehner, FACHE, MBA Office: AH 106B Office Phone: 316-978-5641 Cell Phone: 907-209-3892 Office Hours: Tuesday, Wednesday & Thursday 3:30pm-4:30pm and by appointment. It is recommended you contact me prior to our meeting to confirm availability. Email: debbi.lehner@wichita.edu This is the best way to reach me!!!</p>
Text and Readings & tools:	<p>The required textbooks for the class are: McConnell, C.R. (2015). <i>The effective health care supervisor</i> (8th Ed.). Burlington, MA: Jones & Bartlett Learning.</p>  <p>McConnell, C.R. (2011). <i>Case studies in health care supervision</i>. (2nd Ed.) Sudbury, MA: Jones & Bartlett Publishers, Inc. You will need to bring these books to class each week as you will be required to utilize the resources within them.</p>
Course Description	<p>This course is a study of supervisory management concepts and techniques that apply to healthcare organizations and programs. Emphasis is on understanding the healthcare environment and its various healthcare settings, the identification of issues facing front-line employees, supervisors and mid-level managers, and the development of administrative and leadership skills necessary to successfully lead healthcare work teams. It identifies, analyzes and solves problems that clinical department heads, supervisors and other health related mid-management personnel encounter in their work. The principles of effective management techniques – planning, decision making, organizing, budgeting, time management, leadership, direction, delegation, communication, motivation, discipline, performance appraisal, management of change, team work, effective</p>



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	meetings, working with unions, quality improvement and career development are covered.
Course Objectives - Undergraduate	Upon satisfactory completion of this course, undergraduate students will be able to: <ol style="list-style-type: none">1. Define the nature of supervision (CO1)2. Describe the skills of delegation and time management (CO2)3. Recognize key components of interviewing and recruiting (CO3)4. Apply skills dealing with employees who are professionals (CO4)5. Express the importance of motivation (CO5)6. Practice key theories dealing with challenging employees (CO6)7. Describe a supervisor's role in managing change (CO7)8. Distinguish the importance of developing teams and teamwork (CO8)
Course Objective - Graduate	Upon satisfactory completion of this course, graduate students will be able to: <ol style="list-style-type: none">1. Appraise the nature of supervision (COG1)2. Assess the skills of delegation and time management (COG2)3. Appraise key components of interviewing and recruiting (COG3)4. Develop skills that enhance dealing with employees who are professionals (COG4)5. Support the importance of employee motivation (COG5)6. Develop key techniques designed for dealing with challenging employees (COG6)7. Analyze a supervisor's role in managing change (COG7)8. Assess the importance of developing teams and teamwork (COG8)
Public Health Sciences HSMCD & HS Learning Outcomes	The Department of Public Health Sciences established the following six learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 621 course content targets outcome three below: <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Assignment of Credit Hours	Success in this three credit hour hybrid course is based on the expectation that students will spend a minimum of 45 hours over the length of the course for in-person and online instruction. Preparation, studying, and fieldwork for the course will involve an additional minimum of 90 hours over the length of the course. Students will spend time attending class, working



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	<p>online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities include, but are not limited to reading, writing, studying, research, and completing critiques.</p>
Course Format	<p>Classes will be made up of lecture, discussions, presentations and student participation. It is expected that you will have read all assigned readings prior to the beginning of class and be prepared to offer your impressions and opinions on topics discussed which may often be controversial. All opinions and views will be respected in class.</p> <p>Blackboard</p> <p>This course is Blackboard-enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard.</p> <p>Testing and Grading</p> <p>There will be two exams as shown below. If a student misses an in class assignment, a make-up <u>may</u> be granted at the instructor's discretion. Make-up exams/in class work will consist of the instructor's choice of format.</p> <p>For undergraduate students:</p> <p>20% - Midterm Exam 20% - Final Exam 15% - Infographic 15% - Infographic/poster session Presentation 10% - Book Review 10% - Homework & case studies 5% - Attendance & Participation 5% - Discussion Boards</p> <p>***All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.</p> <p>For graduate students:</p> <p>20% - Midterm Exam 20% - Final Exam 15% - Infographic 15% - Infographic/poster session Presentation 10% - Book Review (2 book reviews 5% each) 10% - Homework & case studies & graduate presentation</p>



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	<p>5% - Attendance & Participation 5% - Discussion Boards ***All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.</p> <p>Final course grades for both graduates and undergraduates will be based on the following scale:</p> <table><tbody><tr><td>93-100A</td><td>4.0</td><td>80-82</td><td>B-</td><td>2.7</td><td>67-69</td><td>D+</td><td>1.3</td></tr><tr><td>90-92</td><td>A-</td><td>3.7</td><td>77-79</td><td>C+</td><td>2.3</td><td>63-66</td><td>D</td><td>1.0</td></tr><tr><td>87-89</td><td>B+</td><td>3.3</td><td>73-76</td><td>C</td><td>2.0</td><td>60-62</td><td>D-</td><td>0.7</td></tr><tr><td>83-86</td><td>B</td><td>3.0</td><td>70-72</td><td>C-</td><td>1.7</td><td>0-59</td><td>F</td><td>0.0</td></tr></tbody></table>	93-100A	4.0	80-82	B-	2.7	67-69	D+	1.3	90-92	A-	3.7	77-79	C+	2.3	63-66	D	1.0	87-89	B+	3.3	73-76	C	2.0	60-62	D-	0.7	83-86	B	3.0	70-72	C-	1.7	0-59	F	0.0
93-100A	4.0	80-82	B-	2.7	67-69	D+	1.3																													
90-92	A-	3.7	77-79	C+	2.3	63-66	D	1.0																												
87-89	B+	3.3	73-76	C	2.0	60-62	D-	0.7																												
83-86	B	3.0	70-72	C-	1.7	0-59	F	0.0																												
Assignments	<p>Homework</p> <p>Several of the text chapters have discussion questions & case studies assigned as homework. Each assignment is due in Safe Assignment the Tuesday after class discussion of the subject matter. Half credit to assignments one day late – no credit afterwards.</p> <p>There is one major assignment in this class along with a book review</p> <p>Issues Involving Supervising in Healthcare <u>Academic Poster or Infographic (CO1)(COG1)</u></p> <ol style="list-style-type: none">Thoroughly research one of the topics listed below including several citable printed or internet sources or professional interviews.<ol style="list-style-type: none">The dual nature of healthcare supervisionDelegation and empowermentTime management for the supervisorManaging professionalsMotivation – yours and your teamThe process of progressive disciplineDealing with challenging employeesEthics in managementInterviewing: Skills & pitfallsEmployee Engagement/CultureSupervision specialties in certain healthcare areas: Long Term Care, Nursing, Ancillary Departments, Support DepartmentsCreate a <u>Poster/Info-graphic</u> displaying your research. The poster/infographic must be your own original work for																																			



this class and anything taken from another source, including a fact or concept, must be properly cited. More details to follow on the assignment page in Blackboard. Electronic version to be submitted by **March 21 at 11:59** as a pdf via Blackboard. This assignment takes the place of a formally written term paper, so expect to find multiple resources and do a similar amount of research.

3. Present your electronic Poster/Info-graphic to the class as if presenting to the Senior Leadership Team of a Healthcare Organization. Presentations of electronic poster on **November 17th or December 1st**, during class.

Book Review: (CO1) (COG1)

Students must read and report on **one** of the books listed in the Healthcare Leadership related books on Blackboard. Please submit a 3-5 page summary/analysis/critique through Safe Assignment. Please be sure that your report reflects your personal summary/analysis/critique and not the content of a published book summary. Book reports are due by **Sunday, October 23rd at 11:59pm**. If you choose to do an **additional report for extra credit**, each subsequent book report will be worth up to five points added to your final grade and must be submitted no later than one week prior to the final exam. A book review submitted for this course will not be accepted if it has been submitted for credit in another course.

Safe Assignment: All papers and assignments for both graduate and undergraduate students must be submitted through Safe Assignment, a plagiarism detection system. Be sure you know how to submit a paper through Safe Assignment before the last minute. In all instances, keep a copy of your submissions for your files in case of loss.

Discussion Boards: (CO1)(COG1)

Students are required to participate in a class-wide discussion board that contains structured questions posed by the instructor. *The purpose of the Discussion Board assignment is for students to share their perceptions and opinions on various current issues in Health care leadership & supervision.* Because a portion of each student's grade in this course will be based on my subjective determination of their discussion board participation, the board is intended not to replace classroom interaction, but to allow students an additional forum for which they may participate. **All students are expected to participate in discussion on a regular basis for full credit.** It is expected that each student make at least one discussion board entry on each discussion presented within one week of the board being presented. Original thought may be incorporated, but discussion additionally will be evaluated based on general grammar, concept and demonstrated synthesis of course material as defined by the following grading rubric:

Dimension	Exceeds Expectations Full Credit (25 points)	Meets Expectations Partial Credit (17 – 24 points)	Does Not Meet Expectations Limited Credit (0 – 16 points)
Organization	First statement clearly indicates the topic discussed	First sentence partially indicates the topic discussed	Unable to discern the topic discussed



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		Logical sequence Thoughtful conclusions	Mostly logical sequence Conclusions misses a point	Illogical sequence No discernable ending
Content		All elements addressed with inclusion of lecture material, readings or at least one scholarly source of support if appropriate Substantive, with thoughtful conclusions	One key area undeveloped Minimally includes course lecture, readings or scholarly sources for support Conclusions miss a point	Poorly developed Only states, "I agree", "Yes", "No" or something similar Does not include any scholarly source for support No discernable ending
Grammar/Spelling		Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors
Timeliness		On time	On time	Late

FOR GRADUATE STUDENTS:

Students taking the course for graduate credit have additional requirements for graduate credit.

Students taking this course for graduate credit have **two** additional requirements.

1. **Two Book Reviews:** A second book review is required. It requires a written summary/analysis of 3-5 pages submitted through Safe Assignment. (**COG1**)
2. **Graduate Group Project: (COG2,3,4,5 OR 6)**
Graduate students are to partner up into groups of 2-3 students. The group may choose to do a presentation on the following:
 - a. Dealing with a challenging employee (Do a re-enactment of a meeting between the supervisor and the employee—one person being the supervisor & the other the employee. Present the concerns to the employee and discuss the situation within a progressive discipline protocol.)



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| | <p>b. Interviewing Pitfalls: (Do a re-enactment sharing many of the wrong & illegal questions to ask on an interview—one person being the supervisor & the other the candidate. Create a list for the class of questions to avoid when interviewing and how to handle them if you happen to be the candidate and they are asked.)</p> <p>c. Do a short presentation on one of the following Supervisory issues, sharing how they impact the employee, how they impact the organization and how a manager should deal with them.</p> <ul style="list-style-type: none">i. Managing across generationsii. Communication challengesiii. Reward & Recognitioniv. Moving from peer to supervisor – what are the challenges?v. Organizing & time management |
|--|---|

Due dates will be established during the first or second class meeting, once topics have been selected. This must be a different topic than what anyone in the group chose to do for the Infographic project.

Technology

Technology Standards and Minimum Expectations

This is a hybrid course offered through the traditional classroom and also through the Wichita State University (WSU) Blackboard system. Therefore, the following minimal computer skills are expected responsibilities of all students who enroll and participate in this course:

- Using the Blackboard learning system
- Sending emails
- Setting font size and type
- Setting margins
- Setting line spacing
- Creating headers and footers
- Inserting tables
- Italicizing



- Inserting page numbers in a header
- Centering text; right and left justification
- Sending and receiving email with attachments
- Accessing the Internet
- Opening Internet files
- Downloading content
- Using PowerPoint, Word and Excel
- Posting to discussion boards
- Following hyperlinks to content outside of the Blackboard learning system
- Searching .pdf documents

Students additionally are expected to use updated Adobe Reader, Flash, Java, ActiveX and media players for access to course materials. If a student feels he or she is unable to meet these qualifications then it is their responsibility to attain these skills.

This is a hybrid course. As such, students will need CONTINUED and RELIABLE access to the Internet throughout the semester. Students may use their own computer, a friend's computer, one at work, one a public library or one on the WSU campus.

Because the course requires high use of technology, students must respect that if they do not have the skills to successfully complete the course, then it is their responsibility to attain those skills. Your professor will not teach technology in this course; she is here to provide the expert educational content. Online learning, in some cases, involves more activity than in-class learning and for some students may be more difficult than a traditional environment. Therefore, please take some time to thoroughly look over the course expectations. There are special expectations attached to taking this hybrid course. If you feel you cannot comply with the course expectations, technologically or otherwise, it is recommended that you drop this course.

Attendance,

This class focuses on the supervisory aspects of health care organizations, which is a complex subject. Class discussion & participation



Participation
and Conduct

is crucial to understanding the concepts and nuances of these financial concepts. Every student is expected to participate in class discussions. Obviously you cannot participate if you are not in class. Therefore, class attendance is very important. You are welcome to visit with me outside of the classroom as well.

Class will begin and end at the scheduled times. You are expected to arrive on time and remain seated and attentive until dismissed. If unusual circumstances require you to miss a class, to arrive late or to leave early, please let me know in advance. **This means that you should email or contact me before you miss a class.**

Students additionally are expected to adhere to the following behaviors:

- Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the [wichita.edu](#) system. Sign all email correspondences with both first and last name.
- Write "HMCD 621" in the subject line of all email correspondences.
- Proper [parenthetical in-text citation](#) in standardized formats is expected as necessary – see [OWL](#) for an online, comprehensive and update source for citation.
- Attach any files as a document in MSWord format.
- If the Blackboard system is down, contact your instructor **only** after you first have contacted [WSU OneStop](#).
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
- Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.
- Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
- Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).

Recording devices are not allowed. If you have a physical, psychiatric, emotional, or learning disability that may impact your ability to carry out assigned course work, please contact the Office of Disability Services (DS) located in Grace Wilkie Annex, room 150, or you can call 316-978-3309 (voice) or 316-854-3032 (videophone). DS will review your concerns and determine, with you, the academic accommodations that are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.



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	<p>Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct and the Student Academic Honesty Policy</p>
Additional Information	<p><u>Disabilities</u> If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p> <p><u>Counseling & Testing</u> The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p> <p><u>Diversity and Inclusive</u> Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.</p> <p><u>Intellectual Property</u> Wichita State University students are subject to Board of Regents and University policies (see University & Board of Regents Policy) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the</p>



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final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here for alert](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities, which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Important Academic Dates

For Fall semester 2016, classes begin August 22, 2016, and end December 8, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is XXXXX. There are no classes on October 18th, 2016. The final exam period is December 10-15th, 2016.

Course Schedule

Tentative Schedule

Class Date	Class Content and Objectives	Class Assignments
Aug 25 Class 1	Introduction and course objectives Review of course syllabus An Evolving Role in a Changing Environment	<u>Readings</u> 1. Chapter 1 2. Case #53
Sept 1	Health Care: How different it is from "industry"	<u>Readings</u>



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	Class 2	The Nature of Supervision" "Two Hat" group Activity	1. Chapters 2 & 3
	Sept 8 Class 3	Management - its Basic Functions Delegation & Empowerment Group Exercise pg. 105 "To Whom Should You Delegate?"	<u>Readings:</u> 1. Chapter 4 & 5 2. Cases 6, 15, 19 3. Homework #1 Case Study on page 80-81 – Exercise Questions 1, 2, & 3. Due by Tuesday Sept 13 at 11:59PM (CO1) (COG1)
	Sept 15 Class 4	Time Management Self-Management and Personal Supervisory Effectiveness	<u>Readings:</u> 1. Chapters 6 & 7 2. Cases 20, 29, 40, 50, 52, 54 3. Homework #2 Answer questions 1-5 on page 121. Due by Tuesday, Sept 20 at 11:59PM (CO2) (COG2)
	Sept 22 Class 5	Interviewing: Start Strong to Recruit Successfully When the Employees are Professionals	<u>Readings:</u> 1. Chapters 8 & 10 2. Cases 41, 66, 75 3. Homework #3 Case Study on pages 211 & questions 1-3 on page 212. Due by Sept 27 at 11:59PM (CO4) (COG4)
	Sept 29 Class 6	Leadership & the Supervisor Exam Review	<u>Readings:</u> 1. Chapter 9 2. Cases 2, 31, 95, 100 3. Discussion Board item #1
	Sep 30-Oct 5 Class 7	Mid Term Exam	Exam provided via blackboard
	Oct 13 Class 8	Mid Term Debrief Motivation: Intangible Forces & Slippery Rules Performance Appraisal: Cornerstone of Employee Development Role Pay: Ms. Winston's Appraisal – pgs. 248 & 249	<u>Readings:</u> 1. Chapters 11 & 12 2. Cases 39, 42, 45
	Oct 20 Class 9	Criticism & Discipline: Guts, Tact & Justice The Problem Employee & Employee Problems	<u>Readings:</u> 1. Chapters 13 & 14 2. Cases 4, 12, 14 3. Homework #4 Case Study pages 268 & question 269. Due by



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		October 25 at 11:59PM (CO6)(COG6)
Oct 23	Book report due by 11:59PM	
Oct 27 Class 10	Supervisor and Human Resources Department The Supervisor and the Law Reengineering and Reduction-in-Force	<u>Readings:</u> 1. Chapters 15, 25 & 27 2. Cases 30, 36, 65, 11, 23, 69 3. Homework# 5 Questions for Review Page 474 1, 2, 3, 4, & 10. Due November 1 st at 11:59PM (CO1) (COG1)
Nov 3 Class 11	Ethics & Ethical Standards Decisions, Decisions	<u>Readings:</u> 1. Chapters 16 & 17 2. Discussion board #2 Exercise Page 322
Nov 10 Class 12	Managing the Generations Management of Change: Resistance is Where You Find It Generations Activity	<u>Readings:</u> 1. Chapter 18 2. Generations article
November 13	Electronic Infographic or Academic poster Due by 11:59PM	
Nov 17 Class 13	Effective Communication Presentation of Infographic/Academic Posters - ½ class	<u>Readings:</u> 1. Chapters 19 & 29 2. Cases 7, 16, 22 3. Discussion board#3 – What would you do? Page 546
Nov 24	NO CLASS – THANKSGIVING BREAK	
Dec 1 Class 14	How to Arrange & Conduct Effective Meetings Teams, Team Building & Teamwork Discussion of “Death By Meeting” Presentation of Infographic/Academic Posters - ½ class	<u>Readings:</u> 1. Chapters 20 & 23 2. Cases 3, 46, 56 3. Homework #6 Case & questions on page 375. Due by December 6 at 11:59PM (CO8) (COG8)
Dec 4	Graduate Student 2nd Book Report due by 11:59PM	



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	Dec 8 Class 15	Quality Improvement Exam Review In class activity	<u>Readings:</u> 1. Chapters 22 & 24
	Dec 9-14 Class 16	FINAL EXAM	
Inclusive Excellence	Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.		



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Syllabus	HMCD 622 - Human Resources Management in Healthcare Organizations - Spring 2016
Meeting	Thursdays - 7:05pm - 9:45pm AH - 110A
Instructor Information	<p>Instructor: Debbi Lehner, FACHE, MBA Office: AH 106B Office Phone: 316-978-5641 Cell Phone: 907-209-3892 Office Hours: Monday, Tuesday, Wednesday & Thursday 3:30pm-4:30pm and by appointment. It is recommended you contact me prior to our meeting to confirm availability. Email: debbi.lehner@wichita.edu This is the best way to reach me!!!</p> <p>Graduate Teaching Assistant: Whitney Lindeman Email: walindeman@wichita.edu</p>
Required Readings	<p>There is one required text: Fundamentals of Human Resources in Healthcare, by Bruce J. Fried and Myron Fottler, Editors 2011.</p>  The image shows the front cover of the textbook "Fundamentals of Human Resources in Healthcare". The title is prominently displayed in large, bold, black letters. Below the title, there's a photograph of a medical professional, possibly a nurse or doctor, wearing a stethoscope around their neck. The background of the cover features a collage of various healthcare-related images, such as medical equipment and staff.
Course Description	<p>You should bring this book to class. The assigned journal readings are listed below and are an integral part of this course. Additional journal readings may be posted on Blackboard. Selected readings available through Blackboard</p> <p>This course is intended for health care management students who will assume responsibility for managing people in health services organizations. The course is an introduction to the essential theories, components, and issues of human resource</p>



	<p>management in the health care field. It includes, among many other topics, the study of the effectiveness of the human resource management function, employee recruitment, selection, training, performance appraisal, benefit and compensation, employee relations and other relevant legal requirements affecting employment in the health care sector. The course also covers issues of contemporary relevance for human health services resource departments such as employee health and safety, employee assistance programs, occupational stress and burnout, use of Internet in the workplace, violence in the workplace and work/family issues. Students enrolled in this course will be required to learn and to demonstrate the ability to analyze human resources problems and to find and present sound solutions. Students are expected to learn and demonstrate effective group working skills as they join small groups and engage in collaboratively solving a number of human resource management problems.</p>
Course Objectives Undergraduate	<p>Upon satisfactory completion of this course, undergraduate students will be able to:</p> <ol style="list-style-type: none">1. Explain the concept of strategic human resources management in health care and the alignment with organizational mission, vision and goals. (CO1)2. Describe the variety of roles in a healthcare organization and the people/professionals who fill them. (CO2)3. Examine the body of laws and regulations surrounding human resources management. (CO3)4. Recognize the value of job design and the impact of it upon recruitment, compensation, training, employee appraisals and other job functions. (CO4)5. Identify the critical functions of recruitment, selection and employee retention (CO5)6. Distinguish the value of training programs (CO6)7. Recall the concept of performance evaluations and the evolution from a punitive to a rewarding experience. (CO7)8. Recognize the complex topic of rewards and compensation in healthcare organizations (CO8)9. Explain the role of labor unions in healthcare organizations. (CO9)
Course Objectives Graduate	<p>Upon satisfactory completion of this course, graduate students will be able to:</p> <ol style="list-style-type: none">1. Appraise the concept of strategic human resources management in health care and the alignment with organizational mission, vision and goals. (COG1)2. Differentiate the roles in a healthcare organization and the people/professionals who fill them. (COG2)3. Analyze the critical functions of recruitment, selection and employee retention and job design (COG3)4. Examine the body of laws and regulations surrounding human resources management. (COG4)5. Conclude that the multifaceted role of human resources management is a key driver to a healthcare organization's success. (COG5)
Public Health Sciences	<p>The Department of Public Health Sciences established the following six learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 622 course</p>



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HSMCD & HS Learning Outcomes	<p>content targets outcome three below:</p> <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Assignment of Credit Hours	<p>Success in this three credit hour hybrid course is based on the expectation that students will spend a minimum of 45 hours over the length of the course for in-person and online instruction. Preparation, studying, and fieldwork for the course will involve an additional minimum of 90 hours over the length of the course. Students will spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities include, but are not limited to reading, writing, studying, research, and completing critiques.</p>
Course Format	<p>Each class meeting will include both lecture and student participation. You are expected to have read the assigned chapters in the text (including the end of chapter exercises) and the assigned journal readings prior to class. As time permits, we will discuss the Homework Assignments, other cases and the assigned journal articles. Classes will include discussion of controversial topics and current events in health care. All views will be respected and included in discussion. There will be several guest speakers during the course and it is expected that they are treated with great respect.</p> <p>This is an introductory course in healthcare human resources management. There is a potentially overwhelming amount of information available on the subject. The text and readings together serve to focus our attention amid all the information available. The journal readings have been selected to familiarize you with some of the key journals in our field; to emphasize, add depth to, and explore real-world applications of fundamentals covered in the text and lectures; and to provide a stimulus for discussion. You may access the journal articles through the WSU library online Electronic Resources E-journal unless otherwise noted.</p> <p>Blackboard</p> <p>This course is Blackboard enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard throughout the semester. Current events may pop up as quizzes in the discussion section, so check often.</p>



Testing and Grading

There will be two exams as shown below. If a student misses an exam, a make-up may be granted at the instructor's discretion. Make-up exams will consist of the instructor's choice of format.

For undergraduate credit, grades will be weighted as follows:

- 20% Mid Term
- 25% Final exam
- 15% Info-graphic
- 15% Poster Session Presentation
- 5% Class participation & Attendance
- 10% Homework Assignments/Case Studies
- 10% Book Review

All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.

For both graduate & undergraduate students: Final course grades will be based on the following scale:

93-100A	4.0	80-82	B-	2.7	67-69	D+	1.3	
90-92	A-	3.7	77-79	C+	2.3	63-66	D	1.0
87-89	B+	3.3	73-76	C	2.0	60-62	D-	0.7
83-86	B	3.0	70-72	C-	1.7	0-59	F	0.0

Assignments

Homework Assignments

Several of the chapters include brief homework assignments, successful completion of which constitutes 5% of your course grade. Grading will be based on your critical thinking, not on whether your answer is right or wrong. In order for you to receive credit for the homework assignment, the assignment must be submitted via Blackboard prior to the start of class.

There is one major assignment in this class along with a book review

Issues Involving Human Resources in Healthcare Academic Poster or Infographic (CO1,3,4,5,or 9) (COG1,3,4 or5)

1. Thoroughly research one of the topics listed below including several citable printed or internet sources or professional interviews.



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- a. The process of job design
 - b. Successful healthcare recruiting
 - c. Healthcare workforce challenges today and in the future
 - d. What is Organizational Development and how is it utilized in Healthcare?
 - e. A legal/ethical issue
 - i. Employment at Will
 - ii. Workplace Discrimination
 - iii. ADA
 - iv. Sexual Harassment
 - v. FMLA
 - f. The process of progressive discipline
 - g. Interviewing: Skills & pitfalls
 - h. Employee Engagement/Culture
 - i. Unions in Healthcare
2. Create a Poster/Info-graphic displaying your research. The poster/infographic must be your own original work for this class and anything taken from another source, including a fact or concept, must be properly cited. More details to follow on the assignment page in Blackboard. Electronic version to be submitted **March 21 11:59** as a pdf via Blackboard.
 3. Present your printed Poster/Info-graphic to the class as if presenting to the Senior Leadership Team of a Healthcare Organization. Presentations of posters on **March 31** during class.

Book Review: (CO1)

Students must read and report on **one** of the books listed in the Healthcare Human Resources related books on Blackboard. Please submit a 3-5 page summary/analysis/critique through Safe Assignment. Please be sure that your report reflects your personal summary/analysis/critique and not the content of a published book summary. Book reports are due **May 2 at 11:59pm**. If you choose to do an **additional report for extra credit**, each subsequent book report will be worth up to five points added to your final grade and must be submitted no later than one week prior to the final exam. A book review submitted for this course will not be accepted if it has been submitted for credit in another course.

Safe Assignment: All papers and assignments must be submitted through Safe Assignment, a plagiarism detection system. Be sure you know how to submit a paper through Safe Assignment before the last minute. In all instances, keep a copy of your submissions for your files in case of loss.



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FOR GRADUATE STUDENTS:

Students taking the course for graduate credit have additional requirements for graduate credit.

Students taking this course for graduate credit have two additional requirements.

1. **Two Book Reviews:** A second book review is required. It requires a written summary/analysis of 3-5 pages submitted through Safe Assignment. (**COG1 or 5**)
2. **Graduate Group Project:** Graduate students are to partner up into groups of 2-3 students. The group may choose to do a presentation on the following: (**COG3,4 or 5**)
 - a. Behavioral Based Interviewing (Do a re-enactment of an interview using 3-4 of these types of questions – one person being the HR person & the other the candidate. Show how best to learn about a potential employee from these types of questions. The student portraying the candidate should have an excellent example of responses to share with the group. Create a list for the class of questions to avoid when interviewing and how to handle them if you happen to be the candidate and they are asked.)
 - b. Interviewing Pitfalls: (Do a re-enactment sharing many of the wrong & illegal questions to ask on an interview– one person being the HR person & the other the candidate. Create a list for the class of questions to avoid when interviewing and how to handle them if you happen to be the candidate and they are asked.)
 - c. Do a short presentation on one of the following HR issues, sharing the history, how they impact the employee, how they impact the organization and how a manager should deal with them. This must be a different topic than the infographic or academic poster subject.
 - i. Family Medical Leave Act
 - ii. Americans With Disabilities Act
 - iii. Kansas Right to Work Law

Due dates will be established during the first or second class meeting, once topics and groups have been selected.

For graduate credit, grades will be weighted as follows.

20% Mid Term



	25% Final exam 15% Info-graphic 15% Poster Session Presentation 5% Class participation & Attendance 10% Homework Assignments/Case Studies/Group Project 10% Book Reviews (5% each)																
Discussion Board	<p>Students are required to participate in a class-wide discussion board that contains structured questions posed by the instructor. <i>The purpose of the Discussion Board assignment is for students to share their perceptions and opinions on various current issues in Human Resources.</i> Because a portion of each student's grade in this course will be based on my subjective determination of their discussion board participation, the board is intended not to replace classroom interaction, but to allow students an additional forum for which they may participate. All students are expected to participate in discussion on a regular basis for full credit. Although there is no attached grade to individual discussion contributions, <i>per se</i>, they will assist students in assuring that full participation points are granted during the semester. Original thought may be incorporated, but discussion additionally will be evaluated based on general grammar, concept and demonstrated synthesis of course material as defined by the following grading rubric:</p> <table border="1"><thead><tr><th>Dimension</th><th>Exceeds Expectations Full Credit (25 points)</th><th>Meets Expectations Partial Credit (17 – 24 points)</th><th>Does Not Meet Expectations Limited Credit (0 – 16 points)</th></tr></thead><tbody><tr><td>Organization</td><td>First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions</td><td>First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point</td><td>Unable to discern the topic discussed Illogical sequence No discernable ending</td></tr><tr><td>Content</td><td>All elements addressed with inclusion of lecture material, readings or at least one scholarly source of support if appropriate Substantive, with thoughtful conclusions</td><td>One key area undeveloped Minimally includes course lecture, readings or scholarly sources for support Conclusions miss a point</td><td>Poorly developed Only states, "I agree", "Yes", "No" or something similar Does not include any scholarly source for support No discernable ending</td></tr><tr><td>Grammar/Spelling</td><td>Correct grammar and spelling</td><td>Few grammar or spelling errors</td><td>Many errors</td></tr></tbody></table>	Dimension	Exceeds Expectations Full Credit (25 points)	Meets Expectations Partial Credit (17 – 24 points)	Does Not Meet Expectations Limited Credit (0 – 16 points)	Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending	Content	All elements addressed with inclusion of lecture material, readings or at least one scholarly source of support if appropriate Substantive, with thoughtful conclusions	One key area undeveloped Minimally includes course lecture, readings or scholarly sources for support Conclusions miss a point	Poorly developed Only states, "I agree", "Yes", "No" or something similar Does not include any scholarly source for support No discernable ending	Grammar/Spelling	Correct grammar and spelling	Few grammar or spelling errors	Many errors
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		Complete sentences	Occasional incomplete sentences Slows reading	
	Timeliness	On time	On time	Late
Technology	<p>Technology Standards and Minimum Expectations</p> <p>This is a hybrid course offered through the traditional classroom and also through the Wichita State University (WSU) Blackboard system. Therefore, the following minimal computer skills are expected responsibilities of all students who enroll and participate in this course:</p> <ul style="list-style-type: none">• Using the Blackboard learning system• Sending emails• Setting font size and type• Setting margins• Setting line spacing• Creating headers and footers• Inserting tables• Italicizing• Inserting page numbers in a header• Centering text; right and left justification• Sending and receiving email with attachments• Accessing the Internet			



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- Opening Internet files
- Downloading content
- Using PowerPoint, Word and Excel
- Posting to discussion boards
- Following hyperlinks to content outside of the Blackboard learning system
- Searching .pdf documents

Students additionally are expected to use updated Adobe Reader, Flash, Java, ActiveX and media players for access to course materials. If a student feels he or she is unable to meet these qualifications then it is their responsibility to attain these skills.

This is a hybrid, Blackboard enhanced course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend's computer, one at work, one at public library or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails and posting assignments. The Blackboard system also will be used for the delivery of some course materials, to administer examinations, and to post all reviews. Students are required to review Blackboard for ancillary reading assignments and must be prepared to thoughtfully discuss the posted materials. Posted materials may consist of Internet sites, PDF files, and MS-Word files.

Because the course requires high use of technology, students must respect that if they do not have the skills to successfully complete the course, then it is their responsibility to attain those skills. Your professor will not teach technology in this course; she is here to provide the expert educational content. Online learning, in some cases, involves more activity than in-class learning and for some students may be more difficult than a traditional environment. Therefore, please take some time to thoroughly look over the course expectations. There are special expectations attached to taking this hybrid course. If you feel you cannot comply with the course expectations, technologically or otherwise, it is recommended that you drop this course.

Participation
and Conduct

Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are



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The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see [Board of Regents and University policy](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [link here](#)

Student Health Services



WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you wish to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities, which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Important Academic Dates

For Spring semester 2016, classes begin January 18, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 17, 2016. The final exam period is May 7-12, 2016.

Course Schedule

Tentative Schedule		
Class Date	Class Content and Objectives	Class Assignments
Class 1 Jan 21	Course Introduction: Human Resources in Healthcare <ul style="list-style-type: none">• Review course syllabus, expectations, format and content	<ul style="list-style-type: none">• Reading: Fried/Fottler Text forward & Preface
Class 2 Jan 28	Strategic Human Resources Management <ul style="list-style-type: none">• Define Human Resources Management• Key Human Resources Functions• Significance of HRM to present & future	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 1• Homework #1 – page 21, Discussion question #5. Write at least two paragraphs responding to this question. Due before next class. (CO1) (COG1)



		<p>healthcare executives</p> <ul style="list-style-type: none">• HR Systems that affect Organizational outcomes	<ul style="list-style-type: none">• Articles:<ul style="list-style-type: none">○ Building Work Environments that Engage, Terri Howard, HR Pulse Summer 2011.○ Are You Committed? Building Strong, Mutually Respectful Relationships with Employees, Deborah Render, HR Pulse Fall 2011.
	Class 3 Feb 4	<p>The Healthcare Professional</p> <ul style="list-style-type: none">• Role of Healthcare Professionals in the HRM function of HCOs• Elements of a profession• Healthcare professions: education, scopes of practice & licensure• Knowledge of healthcare professions related to selected HRM issues & systems development• Changing nature of healthcare professions	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 2• Homework #2 – page 45: Experiential exercise<ul style="list-style-type: none">○ Choose one healthcare profession and identify the listed items. Due before next class. (CO2) (COG2)• Articles:<ul style="list-style-type: none">○ Attract & Retain, A Partnership Model Between HR & Nursing, Rachel Hochman, HR Pulse, Winter 2011.○ A Changing Workplace: Managing the Healthcare Worker Now & In the Future, Kevin Haeberle, HR Pulse, Fall 2011.
	Class 4 Feb 11	<p>The Legal & Ethical Environment: Guest Speaker – Gaye B. Tibbets, JD – Partner at Hite, Fanning & Honeyman, LLP</p> <ul style="list-style-type: none">• Employment at Will• Workplace Discrimination• ADA• Sexual Harassment• Progressive Discipline & steps to termination	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 3• Discussion board #1: What would/should you do if faced with the Vignette on page 47? Due before next class (CO3) (COG4)
	Class 5 Feb 18	<p>Job Analysis & Job Design</p> <ul style="list-style-type: none">• Differentiate among job description, job analyses and job specifications• Methods of job analyses• Relationship of job requirements to HRM• Changing nature of jobs & productivity	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 4• Articles<ul style="list-style-type: none">○ Is the Doctor in? A Relational Approach to Job Design & the Coordination of Work, Jody Hoffer Gittell et al, Human Resource Management, Winter 2008.
	Class 6 Feb 25	<p>Recruitment, Selection and Retention</p> <ul style="list-style-type: none">• Major steps in recruitment & selection• Considerations in accepting job offers	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 5• Discussion Board #2: See page 117 – Debate point: Does hiring for fit have risks? Due before next class (CO5)



	<ul style="list-style-type: none">• Internal & external recruitment• FIT• Turnover & Retention	<p>(COG3)</p> <ul style="list-style-type: none">• Extra Credit: Page 133 Experiential Exercise: Write a two-page response to exercise 1. 3 points EC• Articles:<ul style="list-style-type: none">○ <u>Verification the Right Way: What You Don't know Can Hurt You</u>, Stefan Keller, HR Pulse Winter 2011.○ <u>Candidate Assessment: When Ignorance Is Not Bliss</u>, Scott Fuhr, HR Pulse Fall 2011.
Class 7 Mar 3	Organizational Development and Training Guest Speaker: Brandi Carlson, RDH, BSDH, MS. Clinical Educator, WSU Dental Hygiene <ul style="list-style-type: none">• Role of OD and contribution to bottom line• Process of Training & Development• OJT & off the job training• Formal & Informal Socialization	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 6• Exam Review• Homework #3: Submit two test questions relevant to today's guest speaker presentation. Must be in multiple choice format. Due before next class. (CO6) (COG5)
Class 8 Mar 10	Midterm Exam	(CO 1,2,3,4,5,6) (COG1,2,3,4,5)
Mar 17	NO CLASS: SPRING BREAK	<ul style="list-style-type: none">• Happy St. Patrick's Day
Mar 21	Electronic Version of Infographic/Poster Due 11:59pm	<ul style="list-style-type: none">•
Class 9 Mar 24	Post Exam Discussion Performance Management <ul style="list-style-type: none">• Components of a Performance Management system• Performance Reviews• Rating criteria for Performance appraisals• Distortion in performance appraisals• Steps in successful reviews Compensation Practices: Planning & Challenges <ul style="list-style-type: none">• Compensation policy• Extrinsic & Intrinsic Reward• Internal equity & external competitiveness	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapters 7 & 8• Homework #4: Write and submit two performance goals that you would set for yourself as the new supervisor in any department in the hospital. State why the goals are appropriate and measurable and how you would plan to meet them in the time frame set. Due before next class. (CO7) (COG5)• Articles:<ul style="list-style-type: none">○ <u>Improving Employee Satisfaction in Healthcare through Effective Employee Management</u>, Healthcareresource.com, April 2011.



		<ul style="list-style-type: none">• Pay for performance plans• Physician income	
	Class 10 Mar 31	Poster/Info-graphic Presentations of Printed version	Each presenter given 10 minutes to present the key points of their Poster to ½ of the class. Students will complete score sheets on each other, which will be used to generate grade.
	Apr 3	1st Graduate Book Review due at 11:59pm	
	Class 11 Apr 7	Health, Safety & Preparedness <ul style="list-style-type: none">• Resources for a safe & prepared workplace• Effects of Disasters on workplace Disaster Recovery	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 10• Homework #5 – Experiential Exercises page 252 – Choose 1 of the 4 exercises and write a one-page response. Due before next class. (COG5) (CO1)• Articles:• <u>HR's Current State: Our Role in Quality & Patient Safety</u>, Michael DiPietro, HR Pulse Winter 2011.
	Class 12 Apr 14	Employee Benefits Guest Speaker: Darrell Phillips, CLU, REBC, RHU, AIF® / President DPI Benefits <ul style="list-style-type: none">• History & Trends of benefits management• Tax Implications of benefits• Benefits related to recruitment/retention• Variety of potential benefits• Designing benefit plans	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 9
	Class 13 Apr 21	Organized Labor <ul style="list-style-type: none">• Relationship between labor & Management in HC• Phases of Labor Relations Process• Evolving role of unions in HC• Legal rulings re: HC labor• Internet impact	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 11• Discussion Board #3: Page 279 Experiential Exercises: Exercise #1. Share your opinions. Post due before next class. (CO9) (COG5)• Articles:<ul style="list-style-type: none">○ <u>Assessing Employee Engagement in a Unionized Environment</u>, HR Solutions 2007.
	May 1	Primary Book Report Due at 11:59	Required for Undergrad – 2 nd one for Graduates
	Class 14 Apr 28	Trends Affecting the Healthcare Workforce and the Future of Human Resources Management	<ul style="list-style-type: none">• Reading: Fried/Fottler Chapter 12• Articles:



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		<ul style="list-style-type: none">• Trends• Future Challenges• Group Activity	<ul style="list-style-type: none">○ <u>Social Media: The Bane of HR Leaders' Existence and How to Manage it</u>, Mark Nelson, HR Pulse, Fall 2012.
	Class 15 May 5	HR Leadership: Guest Speaker - Carey Craig Human Resources Director at Wesley Woodlawn Hospital & ER Exam Review - Final Exam is Cumulative	
	Class 16 May 12	Final Exam	(CO 1,2,3,4,5,6,7,8,9) (COG1,2,3,4,5)
Inclusive Excellence	Wichita State University is committed to achieving “Inclusive Excellence” and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an “all-inclusive” diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.		



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Syllabus	HMCD 624 – Community Development Methods (Fall 2016 CRN 16517)
Meeting	Thursday 4:30 – 6:50 Room 110 AH
Instructor Information	<p>Instructor: Amy Drassen Ham PhD, MA, MPH Department: Public Health Sciences Phone: 316-978-5644 Fax: 316-978-3025 Office: 135B AH Office Hours: Tuesdays and Thursdays 1:00 – 3:00, and by appointment email: amy.ham@wichita.edu</p>
How to Use This Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes made to this course will be communicated through the WSU Blackboard system and/or announced at in-person class sessions.
Required Readings	 <p>The book cover features a black and white photograph of a landscape with trees and a building in the background. The title "COMMUNITY ENGAGEMENT, ORGANIZATION, AND DEVELOPMENT" is printed in white capital letters on a dark rectangular background. Below the title, "FOR PUBLIC HEALTH PRACTICE" is written in red capital letters on a white rectangular background.</p> <p><i>Community Engagement, Organization, and Development</i> by Fredrick Murphy ISBN: 978-0826108012 Selected readings, links and film content available through Blackboard</p>
Course Description	This course builds on the foundations of public health by examining a variety of advanced methods, theories, and skills used for community development. Students will familiarize themselves with the approaches used to assess and improve health outcomes in a community context and will familiarize themselves with how to effectively apply these approaches. The course includes lecture, group and individual projects, fieldwork, and visiting lectures from practicing community development professionals.



Learning Outcomes	<p>Through the format and content of this course, students will be able to:</p> <ul style="list-style-type: none">LO 1 Identify the common tools used for community development<ul style="list-style-type: none">a. Assessmentb. Capacity Buildingc. Resource Mobilizationd. Project Planninge. Program SustainabilityLO 2 Describe the settings and social forces within which community development takes placeLO 3 Describe strategies and tactics available to community development professionalsLO 4 Evaluate a health initiative in our community <p>Additional graduate student learning objectives include the ability to:</p> <ul style="list-style-type: none">LO 5 Construct an action plan for field site improvementLO 6 Integrate theoretical rationale for action plan
Public Health Sciences HSMCD & HS Learning Outcomes	<p>The Department of Public Health Sciences established the following five learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 470 course content targets outcomes two, four and six below:</p> <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Assignment of Credit Hours	<p>Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week for a total of 135 hours). This is a hybrid course and students will spend in class in lecture and out of class through online instruction. Please see course schedule for specific information. Students may spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities may include, but are not limited to reading, writing, studying, research, and working on group projects.</p>
Course Format	<p>Course credit is organized around five (5) fieldwork journal entries, four (4) content quizzes, fieldwork attendance and one (1) written assignment. Assignments are weighted as follows:</p>



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Fieldwork Journal Entries	25% (5 @ 5% each)
Content Quizzes	20% (4 @ 5% each)
Fieldwork Attendance	25%
Writing Assignment	30%

All assignments must be completed for course fulfillment. Grades will be posted to Blackboard and cannot be given over the phone or by e-mail. WSU uses a +/- grading scales for final grades and to calculate grade point averages. Final course grades will be based on the following scale:

Letter grade	Grade Points	Interpretation
A	4.00	<i>The A range denotes excellent performance.</i>
A-	3.70	
B+	3.30	
B	3.00	<i>The B range denotes good performance.</i>
B-	2.70	
C+	2.30	
C	2.00	<i>The C range denotes satisfactory performance.</i>
C-	1.70	
D+	1.30	
D	1.00	<i>The D range denotes unsatisfactory performance.</i>
D-	0.70	
F	0.00	<i>F denotes failing performance.</i>

Important Academic

Event

Date



Dates	Weekday Classes begin	August 22
	Mid-semester point	October 12
	Spring Break begins	October 15
	Spring Break ends	October 18
	Thanksgiving Break	November 23 -27
	Fall Classes end	December 8
	Study Day	December 9
	Final Exams	December 10 - 15
Discussion Participation	<p>Discussion participation is expected for each class period. Most class session will center on textbook and supplemental readings available on Blackboard. In order for you to learn effectively and participate adequately in class, you may need to adopt a few study and discussion skills.</p> <ol style="list-style-type: none">1. Please devote time to the readings and preparation for class discussions.2. Read for comprehension. A quick review of the readings is also recommended prior to class.3. When you read each article, you should ask yourself:<ol style="list-style-type: none">a. What is the single most important point in this reading?b. How can the material be applied to the challenges of community development?c. What, if anything, is unclear in the reading?d. How might this reading contribute to the methods of community development?4. Be prepared to discuss the materials thoughtfully.5. Discussion participation is expected to be initiated by the student. <p>To get the most out of this course, I encourage students to participate as fully as possible. Questions and comments are always welcome. PLEASE NOTE: additional course support content will be developed throughout the semester based on guest lecture content. Additional content will be posted to Blackboard as necessary.</p>	
Fieldwork and Fieldwork Journal	Fieldwork Students will complete one (1) fieldwork assignment. The purpose of fieldwork is for students to learn, first-hand, about the process of community development and to see methodology applied in a real-world context. Students will select a community group (such as a	



Entries	not-for-profit event planning group with an organization like Rainbow's United, Inc., or a community coalition like Tobacco Free Wichita) to OBSERVE and PARTICIPATE in their community development activities. PLEASE NOTE: students must gain advance permission from the community group to work on the project. Students must assist with a community development methods for the group or organization (for example, assist with a community survey, focus group, advocacy effort, or implementation of a program or event) and then complete a written assignment on the activities. Fieldwork comprises a significant portion of the grade for this course and is expected as an out-of-class time activity for successful completion of the course. Time spent working with community organizations will vary by project and release time will be provided from lecture to offset time spent on fieldwork activities. Students will be expected to track hours spent working with their selected community site.																
Fieldwork Journal Entries Students will submit 5 fieldwork journal entries through Blackboard detailing their jottings from field experiences are related to course content using the following rubric:																	
<table border="1"><thead><tr><th data-bbox="255 714 572 801">Dimension</th><th data-bbox="572 714 994 801">Exceeds Expectations Full Credit (5 points)</th><th data-bbox="994 714 1543 801">Meets Expectations Partial Credit (3-4 points)</th><th data-bbox="1543 714 2031 801">Does Not Meet Expectations Limited Credit (0-2 points)</th></tr></thead><tbody><tr><td data-bbox="255 801 572 975">Organization</td><td data-bbox="572 801 994 975">First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions</td><td data-bbox="994 801 1543 975">First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point</td><td data-bbox="1543 801 2031 975">Unable to discern the topic discussed Illogical sequence No discernable ending</td></tr><tr><td data-bbox="255 975 572 1286">Content</td><td data-bbox="572 975 994 1286">Descriptions include content from lecture or readings as support Written with consistently rich detail of the experience Substantive, with thoughtful conclusions</td><td data-bbox="994 975 1543 1286">One key area undeveloped Minimally includes course lecture or readings Written with detail of the experience Conclusions miss a point</td><td data-bbox="1543 975 2031 1286">Poorly developed Does not include any course source for support Few details used to describe the experience No discernable ending</td></tr><tr><td data-bbox="255 1286 572 1339">Mechanics</td><td data-bbox="572 1286 994 1339">Correct grammar and spelling</td><td data-bbox="994 1286 1543 1339">Few grammar or spelling errors</td><td data-bbox="1543 1286 2031 1339">Many errors</td></tr></tbody></table>		Dimension	Exceeds Expectations Full Credit (5 points)	Meets Expectations Partial Credit (3-4 points)	Does Not Meet Expectations Limited Credit (0-2 points)	Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending	Content	Descriptions include content from lecture or readings as support Written with consistently rich detail of the experience Substantive, with thoughtful conclusions	One key area undeveloped Minimally includes course lecture or readings Written with detail of the experience Conclusions miss a point	Poorly developed Does not include any course source for support Few details used to describe the experience No discernable ending	Mechanics	Correct grammar and spelling	Few grammar or spelling errors	Many errors
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Mechanics	Correct grammar and spelling	Few grammar or spelling errors	Many errors														



		Complete sentences	Occasional incomplete sentences Slows reading	
	Timeliness	On time	On time	Late
Concept Quizzes	Students will complete four (4) content quizzes over lecture, the text book, and outside readings. Quizzes will consist of true or false, multiple choice, short answer and short essay questions. Blackboard will be used to administer all quizzes.			
Writing Assignment	<p>Undergraduate students will play the role of consultant by completing an overview of their selected fieldwork site and an analysis of their site's community development and planning decisions. Reports must apply the course content to the community group's development process. Reports must compare the field site's strengths/weaknesses/opportunities/threats and conclude with a list of recommendations.</p> <p>Graduate students additionally will construct an accompanying action plan for their field site based on described integration of supportive theory.</p>			
	Dimension	Exceeds Expectations Full Credit (27– 30 points)	Meets Expectations Partial Credit (20 – 26 points)	Does Not Meet Expectations Limited Credit (0 – 20 points)
	Depth of Analysis	<p>Paper goes beyond or fully meets the parameters of the assignment. Thoughtful, insightful, original and often exceeds expectations</p> <p>Paper demonstrates a solid grasp of community development principles and ability to apply these principles</p>	<p>Paper does not address some aspects of the assignment. Occasionally lacking in insight and originality</p> <p>Paper demonstrates a occasionally shaky grasp of community development principles</p>	<p>Paper does not address the assignment and lacks insight and originality</p> <p>Paper is inconsistent with community development principles (i.e. it makes or fails to challenge top-down assumptions)</p>
	Concept	<p>Clearly identifies demonstrable central arguments</p> <p>Gives the reader a good sense of</p>	<p>Identifies central arguments that are demonstrable, though not stated sufficiently clearly</p>	<p>Review does not have a discernable central argument</p> <p>The argument is not demonstrable</p>



		<p>the nature of evidence that will follow</p> <p>Good organizational structure</p>	<p>Does not guide the reader through the body of the paper</p>	
Evidence		<p>Evidence used to support the central points is well chosen, rich and detailed</p> <p>The connection between argument and evidence is clearly articulated</p> <p>Some opposing evidence is considered and refuted (where applicable)</p>	<p>Connection between argument and evidence is not consistently articulated in all cases</p> <p>Consideration of opposing evidence is cursory or the evidence is not convincingly refuted (where applicable)</p>	<p>Evidence used does not clearly support the argument</p> <p>Important opposing evidence is ignored, thereby weakening the central argument</p>
Organization		<p>Organization of paper as a whole is logical and apparent</p> <p>Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively</p> <p>In all cases, the paragraph's point is expressed in a clear topic sentence</p>	<p>Organization of the paper as a whole is mostly smooth but occasionally can only be discerned with effort</p> <p>Most parts of the paper are effectively integrated</p> <p>In a number of paragraphs, there is a distinct or coherent point</p> <p>Topic sentences are mostly clear in a number of paragraphs</p>	<p>Organization of the paper as a whole is not logical or discernable</p>



		Some paragraphs do not connect logically	
Clarity	Paper is for the most part precisely worded and unambiguous Sentence structure is clear Citations and quotations are framed effectively in the text	Wording occasionally is imprecise or ambiguous Sentence structure is mostly clear Citations and quotations are mostly framed effectively in the text	Throughout the paper, wording is imprecise or ambiguous Sentence structure is consistently confusing
Conclusion	Synthesizes and brings closure to key points from the review Suggests new perspectives	Restates the same points as the review without reframing them Introduces new material rather than new perspectives	Is missing or cursory Repeats the review concept more-or-less verbatim
Mechanics	The paper is clean and well formatted There are few, minor spelling or grammatical errors Citations all are properly attributed and cited	There are some spelling and grammatical errors In a few places, quotes are not attributed and cited	Paper is unacceptably sloppy Content is frequently not attributed or improperly cited
Timeliness	On time	On time	Late
Technology	<p><u>Blackboard</u></p> <p>This is a hybrid, Blackboard enhanced course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend's computer, one at work, one at public library or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails</p>		



	<p>and posting assignments. The Blackboard system also will be used for the delivery of some course materials, to administer examinations, and to post all homework assignments and the final examination. Students are required to review Blackboard for ancillary reading assignments and must be prepared to thoughtfully discuss the posted materials. Posted materials may consist of Internet sites, PDF files, and MS-Word files.</p>
Participation and Conduct	<p>Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact the WSU Help Desk at 978-4357.• Sign all email correspondences with both first and last name.• Write "HMCD 624" in the subject line of all email correspondences.• Expect up to a 24 hour delay, excluding weekends, for response to email correspondences that conform to the above mentioned expectations.• Adherence to general netiquette standards (see The Core Rules of Netiquette) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind <i>may</i> receive expulsion and an automatic F for the course.• Write your first and last name on all assignments (on the paper itself).• Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).• Proper parenthetical in-text citation in standardized formats is expected as necessary – see OWL for an online, comprehensive and update source for citation.• Attach any files as a document in MSWord format.• If the Blackboard system is down, contact your instructor only after you first have contacted WSU OneStop.• Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be



	<p>individually evaluated and assessed and the instructor will deem whether alternate action is required.</p> <ul style="list-style-type: none">• Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.• Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.• Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).• Use the Shocker Alert System to be contacted by WSU through email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert. <p>Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.</p>
Disability Services	<p>Recording devices are not allowed. If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316)-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>
Counseling and Testing	<p>The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p>
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Course Schedule	Tentative Schedule		
Date	Classroom Lecture and Discussion	Readings and Blackboard Content	
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Module 3 Sept 4	<ul style="list-style-type: none">• Strategic Planning<ul style="list-style-type: none">◦ Guest: Amy Delamaide, MPA, Director of Community and Organizational Development - CCSR	<ul style="list-style-type: none">• CCSR Strategic Planning Resources• Reducing Risk for Chronic Disease: An Action Planning Guide for Community-Based Initiatives	
Module 4 Sept 11	No Class -- Fieldwork Day	Field Journal Entry #1 Due LO 2, LO 3	
Module 5 Sep 18	<ul style="list-style-type: none">• Survey Development• Focus Groups		



	Module 6 Sept 25	No Class – Fieldwork Day	<ul style="list-style-type: none">• Field Journal Entry #2 Due LO 2, LO 3
	Module 7 Oct 2	<ul style="list-style-type: none">• Board Development<ul style="list-style-type: none">○ <i>Guest: Patrick Gearhart, Chairman - American Heart Association & President - Bank of Kansas</i>	<ul style="list-style-type: none">• Text Chapter 5• Marinaelli, F. Encouraging Visionary Board Leadership in Nonprofit World • Volume 16, Number 4 July/August 1998• Content Quiz #2 LO 1b, LO 3
	Module 8 Oct 9	No Class – Fieldwork Day	<ul style="list-style-type: none">• Field Journal Entry #3 Due LO 2, LO 3
	Module 9 Oct 16	<ul style="list-style-type: none">• Mobilizing Partners<ul style="list-style-type: none">○ <i>Guest: TBD</i>• Coalition Building• Volunteer Development & Leadership	<ul style="list-style-type: none">• Text Chapters 6, 7 & 8• CCSR Collaboration Resources
	Module 10 Oct 23	No Class -- Fieldwork Day	<ul style="list-style-type: none">• Field Journal Entry #4 Due LO 2, LO 3
	Module 11 Oct 30	<ul style="list-style-type: none">• Fundraising• Event Planning<ul style="list-style-type: none">○ <i>Guest: Jill Bosley, Director of Development - Children's Miracle Network</i>	
	Module 12 Nov 6	No Class – Fieldwork Day	<ul style="list-style-type: none">• Field Journal Entry #5 Due LO2, LO 3
	Module 13 Nov 13	<ul style="list-style-type: none">• Grant Writing• Budgets	<ul style="list-style-type: none">• CCSR Grant Writing Resources• Content Quiz #3 LO 1c, LO 1d, LO 3
	Module 14 Nov 20	<ul style="list-style-type: none">• Legislative & Media Advocacy	<ul style="list-style-type: none">• Text Chapters 9, 10, 11 & 12
	Nov 27	No Class -- Thanksgiving Break	
	Module 15	<ul style="list-style-type: none">• Evaluating Community Initiatives	<ul style="list-style-type: none">• Text Chapters 14 & 15



	Dec 4	<ul style="list-style-type: none">• Program Sustainability	<ul style="list-style-type: none">• Work Group Evaluation Handbook: Evaluating and Supporting Community Initiatives for Health and Development• Depression Self-management for Rural Women with Disabilities• Content Quiz #4 LO 1e, LO 3• Field Experience Writing Assignment Due December 11 LO 4, LO 5, LO 6
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: http://www.wichita.edu/thisis/home/?u=titleixf		
Inclusive Excellence	Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.		



Syllabus	HMCD 624 – Community Development Methods (Fall 2016 CRN 16517)
Meeting	Thursday 4:30 – 6:50 Room 110 AH
Instructor Information	<p>Instructor: Amy Drassen Ham PhD, MA, MPH Department: Public Health Sciences Phone: 316-978-5644 Fax: 316-978-3025 Office: 135B AH Office Hours: Tuesdays and Thursdays 1:00 – 3:00, and by appointment email: amy.ham@wichita.edu</p>
How to Use This Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes made to this course will be communicated through the WSU Blackboard system and/or announced at in-person class sessions.
Required Readings	 <p><i>Community Engagement, Organization, and Development</i> by Fredrick Murphy ISBN: 978-0826108012 Selected readings, links and film content available through Blackboard</p>
Course Description	This course builds on the foundations of public health by examining a variety of advanced methods, theories, and skills used for community development. Students will familiarize themselves with the approaches used to assess and improve health outcomes in a community context and will familiarize themselves with how to effectively apply these approaches. The course includes lecture, group and individual projects, fieldwork, and visiting lectures from practicing community development professionals.



Learning Outcomes	<p>Through the format and content of this course, students will be able to:</p> <ul style="list-style-type: none">LO 1 Identify the common tools used for community development<ul style="list-style-type: none">a. Assessmentb. Capacity Buildingc. Resource Mobilizationd. Project Planninge. Program SustainabilityLO 2 Describe the settings and social forces within which community development takes placeLO 3 Describe strategies and tactics available to community development professionalsLO 4 Evaluate a health initiative in our community <p>Additional graduate student learning objectives include the ability to:</p> <ul style="list-style-type: none">LO 5 Construct an action plan for field site improvementLO 6 Integrate theoretical rationale for action plan
Public Health Sciences HSMCD & HS Learning Outcomes	<p>The Department of Public Health Sciences established the following five learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 470 course content targets outcomes two, four and six below:</p> <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Assignment of Credit Hours	<p>Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week for a total of 135 hours). This is a hybrid course and students will spend in class in lecture and out of class through online instruction. Please see course schedule for specific information. Students may spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities may include, but are not limited to reading, writing, studying, research, and working on group projects.</p>
Course Format	<p>Course credit is organized around five (5) fieldwork journal entries, four (4) content quizzes, fieldwork attendance and one (1) written assignment. Assignments are weighted as follows:</p>



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Fieldwork Journal Entries	25% (5@ 5% each)
Content Quizzes	20% (4 @ 5% each)
Fieldwork Attendance	25%
Writing Assignment	30%

All assignments must be completed for course fulfillment. Grades will be posted to Blackboard and cannot be given over the phone or by e-mail. WSU uses a +/- grading scales for final grades and to calculate grade point averages. Final course grades will be based on the following scale:

Letter grade	Grade Points	Interpretation
A	4.00	<i>The A range denotes excellent performance.</i>
A-	3.70	
B+	3.30	
B	3.00	<i>The B range denotes good performance.</i>
B-	2.70	
C+	2.30	
C	2.00	<i>The C range denotes satisfactory performance.</i>
C-	1.70	
D+	1.30	
D	1.00	<i>The D range denotes unsatisfactory performance.</i>
D-	0.70	
F	0.00	<i>F denotes failing performance.</i>

Important Academic

Event

Date



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Dates	Weekday Classes begin	August 22
	Mid-semester point	October 12
	Spring Break begins	October 15
	Spring Break ends	October 18
	Thanksgiving Break	November 23 -27
	Fall Classes end	December 8
	Study Day	December 9
	Final Exams	December 10 - 15
Discussion Participation	<p>Discussion participation is expected for each class period. Most class session will center on textbook and supplemental readings available on Blackboard. In order for you to learn effectively and participate adequately in class, you may need to adopt a few study and discussion skills.</p> <ol style="list-style-type: none">1. Please devote time to the readings and preparation for class discussions.2. Read for comprehension. A quick review of the readings is also recommended prior to class.3. When you read each article, you should ask yourself:<ol style="list-style-type: none">a. What is the single most important point in this reading?b. How can the material be applied to the challenges of community development?c. What, if anything, is unclear in the reading?d. How might this reading contribute to the methods of community development?4. Be prepared to discuss the materials thoughtfully.5. Discussion participation is expected to be initiated by the student. <p>To get the most out of this course, I encourage students to participate as fully as possible. Questions and comments are always welcome. PLEASE NOTE: additional course support content will be developed throughout the semester based on guest lecture content. Additional content will be posted to Blackboard as necessary.</p>	
Fieldwork and Fieldwork Journal	Fieldwork Students will complete one (1) fieldwork assignment. The purpose of fieldwork is for students to learn, first-hand, about the process of community development and to see methodology applied in a real-world context. Students will select a community group (such as a	



Entries	not-for-profit event planning group with an organization like Rainbow's United, Inc., or a community coalition like Tobacco Free Wichita) to OBSERVE and PARTICIPATE in their community development activities. PLEASE NOTE: students must gain advance permission from the community group to work on the project. Students must assist with a community development methods for the group or organization (for example, assist with a community survey, focus group, advocacy effort, or implementation of a program or event) and then complete a written assignment on the activities. Fieldwork comprises a significant portion of the grade for this course and is expected as an out-of-class time activity for successful completion of the course. Time spent working with community organizations will vary by project and release time will be provided from lecture to offset time spent on fieldwork activities. Students will be expected to track hours spent working with their selected community site.																
Fieldwork Journal Entries Students will submit 5 fieldwork journal entries through Blackboard detailing their jottings from field experiences are related to course content using the following rubric:																	
<table border="1"><thead><tr><th data-bbox="255 714 572 801">Dimension</th><th data-bbox="572 714 994 801">Exceeds Expectations Full Credit (5 points)</th><th data-bbox="994 714 1543 801">Meets Expectations Partial Credit (3-4 points)</th><th data-bbox="1543 714 2031 801">Does Not Meet Expectations Limited Credit (0-2 points)</th></tr></thead><tbody><tr><td data-bbox="255 801 572 975">Organization</td><td data-bbox="572 801 994 975">First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions</td><td data-bbox="994 801 1543 975">First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point</td><td data-bbox="1543 801 2031 975">Unable to discern the topic discussed Illogical sequence No discernable ending</td></tr><tr><td data-bbox="255 975 572 1286">Content</td><td data-bbox="572 975 994 1286">Descriptions include content from lecture or readings as support Written with consistently rich detail of the experience Substantive, with thoughtful conclusions</td><td data-bbox="994 975 1543 1286">One key area undeveloped Minimally includes course lecture or readings Written with detail of the experience Conclusions miss a point</td><td data-bbox="1543 975 2031 1286">Poorly developed Does not include any course source for support Few details used to describe the experience No discernable ending</td></tr><tr><td data-bbox="255 1286 572 1339">Mechanics</td><td data-bbox="572 1286 994 1339">Correct grammar and spelling</td><td data-bbox="994 1286 1543 1339">Few grammar or spelling errors</td><td data-bbox="1543 1286 2031 1339">Many errors</td></tr></tbody></table>		Dimension	Exceeds Expectations Full Credit (5 points)	Meets Expectations Partial Credit (3-4 points)	Does Not Meet Expectations Limited Credit (0-2 points)	Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending	Content	Descriptions include content from lecture or readings as support Written with consistently rich detail of the experience Substantive, with thoughtful conclusions	One key area undeveloped Minimally includes course lecture or readings Written with detail of the experience Conclusions miss a point	Poorly developed Does not include any course source for support Few details used to describe the experience No discernable ending	Mechanics	Correct grammar and spelling	Few grammar or spelling errors	Many errors
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		Complete sentences	Occasional incomplete sentences Slows reading	
	Timeliness	On time	On time	Late
Concept Quizzes	Students will complete four (4) content quizzes over lecture, the text book, and outside readings. Quizzes will consist of true or false, multiple choice, short answer and short essay questions. Blackboard will be used to administer all quizzes.			
Writing Assignment	<p>Undergraduate students will play the role of consultant by completing an overview of their selected fieldwork site and an analysis of their site's community development and planning decisions. Reports must apply the course content to the community group's development process. Reports must compare the field site's strengths/weaknesses/opportunities/threats and conclude with a list of recommendations.</p> <p>Graduate students additionally will construct an accompanying action plan for their field site based on described integration of supportive theory.</p>			
	Dimension	Exceeds Expectations Full Credit (27– 30 points)	Meets Expectations Partial Credit (20 – 26 points)	Does Not Meet Expectations Limited Credit (0 – 20 points)
	Depth of Analysis	Paper goes beyond or fully meets the parameters of the assignment. Thoughtful, insightful, original and often exceeds expectations Paper demonstrates a solid grasp of community development principles and ability to apply these principles	Paper does not address some aspects of the assignment. Occasionally lacking in insight and originality Paper demonstrates a occasionally shaky grasp of community development principles	Paper does not address the assignment and lacks insight and originality Paper is inconsistent with community development principles (i.e. it makes or fails to challenge top-down assumptions)
	Concept	Clearly identifies demonstrable central arguments Gives the reader a good sense of	Identifies central arguments that are demonstrable, though not stated sufficiently clearly	Review does not have a discernable central argument The argument is not demonstrable



		<p>the nature of evidence that will follow</p> <p>Good organizational structure</p>	<p>Does not guide the reader through the body of the paper</p>	
Evidence		<p>Evidence used to support the central points is well chosen, rich and detailed</p> <p>The connection between argument and evidence is clearly articulated</p> <p>Some opposing evidence is considered and refuted (where applicable)</p>	<p>Connection between argument and evidence is not consistently articulated in all cases</p> <p>Consideration of opposing evidence is cursory or the evidence is not convincingly refuted (where applicable)</p>	<p>Evidence used does not clearly support the argument</p> <p>Important opposing evidence is ignored, thereby weakening the central argument</p>
Organization		<p>Organization of paper as a whole is logical and apparent</p> <p>Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively</p> <p>In all cases, the paragraph's point is expressed in a clear topic sentence</p>	<p>Organization of the paper as a whole is mostly smooth but occasionally can only be discerned with effort</p> <p>Most parts of the paper are effectively integrated</p> <p>In a number of paragraphs, there is a distinct or coherent point</p> <p>Topic sentences are mostly clear in a number of paragraphs</p>	<p>Organization of the paper as a whole is not logical or discernable</p>



		Some paragraphs do not connect logically	
Clarity	Paper is for the most part precisely worded and unambiguous Sentence structure is clear Citations and quotations are framed effectively in the text	Wording occasionally is imprecise or ambiguous Sentence structure is mostly clear Citations and quotations are mostly framed effectively in the text	Throughout the paper, wording is imprecise or ambiguous Sentence structure is consistently confusing
Conclusion	Synthesizes and brings closure to key points from the review Suggests new perspectives	Restates the same points as the review without reframing them Introduces new material rather than new perspectives	Is missing or cursory Repeats the review concept more-or-less verbatim
Mechanics	The paper is clean and well formatted There are few, minor spelling or grammatical errors Citations all are properly attributed and cited	There are some spelling and grammatical errors In a few places, quotes are not attributed and cited	Paper is unacceptably sloppy Content is frequently not attributed or improperly cited
Timeliness	On time	On time	Late
Technology	<p>Blackboard</p> <p>This is a hybrid, Blackboard enhanced course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend's computer, one at work, one at public library or one on the WSU campus. You MUST be able to access Blackboard regularly. You will also need to be persistent and diligent in checking emails</p>		



	<p>and posting assignments. The Blackboard system also will be used for the delivery of some course materials, to administer examinations, and to post all homework assignments and the final examination. Students are required to review Blackboard for ancillary reading assignments and must be prepared to thoughtfully discuss the posted materials. Posted materials may consist of Internet sites, PDF files, and MS-Word files.</p>
Participation and Conduct	<p>Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the wichita.edu system. For help with forwarding email from the wichita.edu system, please contact the WSU Help Desk at 978-4357.• Sign all email correspondences with both first and last name.• Write "HMCD 624" in the subject line of all email correspondences.• Expect up to a 24 hour delay, excluding weekends, for response to email correspondences that conform to the above mentioned expectations.• Adherence to general netiquette standards (see The Core Rules of Netiquette) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind <i>may</i> receive expulsion and an automatic F for the course.• Write your first and last name on all assignments (on the paper itself).• Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).• Proper parenthetical in-text citation in standardized formats is expected as necessary – see OWL for an online, comprehensive and update source for citation.• Attach any files as a document in MSWord format.• If the Blackboard system is down, contact your instructor only after you first have contacted WSU OneStop.• Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be



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Module 1 Aug 21	<ul style="list-style-type: none">• Course Introduction• Fundamentals of Community Change• Ethics and Community Development• Models of Community Engagement	<ul style="list-style-type: none">• Text Chapters 1, 3 & 4• Williams, DR, Marks, J. "Community Development Efforts Offer A Major Opportunity To Advance Americans' Health" <i>in</i> Health Affairs, 30, no.11 (2011):2052-2055• Braunstein, S, Lavizzo-Mourey, R. "How The Health And Community Development Sectors Are Combining Forces To Improve Health and Well-Being" <i>in</i> Health Affairs, 30, no.11 (2011):2042-2051• Models of Community Development	
Module 2 Aug 28	<ul style="list-style-type: none">• Community Assessment<ul style="list-style-type: none">◦ Guest: Sonja Armbruster, MA, Director of Public Health Initiatives - CCSR	<ul style="list-style-type: none">• Text Chapter 2• CCSR Assets Mapping Resources• Content Quiz #1 LO 1a, LO 3	
Module 3 Sept 4	<ul style="list-style-type: none">• Strategic Planning<ul style="list-style-type: none">◦ Guest: Amy Delamaide, MPA, Director of Community and Organizational Development - CCSR	<ul style="list-style-type: none">• CCSR Strategic Planning Resources• Reducing Risk for Chronic Disease: An Action Planning Guide for Community-Based Initiatives	
Module 4 Sept 11	No Class -- Fieldwork Day	Field Journal Entry #1 Due LO 2, LO 3	
Module 5 Sep 18	<ul style="list-style-type: none">• Survey Development• Focus Groups		



	Module 6 Sept 25	No Class – Fieldwork Day	<ul style="list-style-type: none">• Field Journal Entry #2 Due LO 2, LO 3
	Module 7 Oct 2	<ul style="list-style-type: none">• Board Development<ul style="list-style-type: none">◦ <i>Guest: Patrick Gearhart, Chairman - American Heart Association & President - Bank of Kansas</i>	<ul style="list-style-type: none">• Text Chapter 5• Marinaelli, F. Encouraging Visionary Board Leadership in Nonprofit World • Volume 16, Number 4 July/August 1998• Content Quiz #2 LO 1b, LO 3
	Module 8 Oct 9	No Class – Fieldwork Day	<ul style="list-style-type: none">• Field Journal Entry #3 Due LO 2, LO 3
	Module 9 Oct 16	<ul style="list-style-type: none">• Mobilizing Partners<ul style="list-style-type: none">◦ <i>Guest: TBD</i>• Coalition Building• Volunteer Development & Leadership	<ul style="list-style-type: none">• Text Chapters 6, 7 & 8• CCSR Collaboration Resources
	Module 10 Oct 23	No Class -- Fieldwork Day	<ul style="list-style-type: none">• Field Journal Entry #4 Due LO 2, LO 3
	Module 11 Oct 30	<ul style="list-style-type: none">• Fundraising• Event Planning<ul style="list-style-type: none">◦ <i>Guest: Jill Bosley, Director of Development - Children's Miracle Network</i>	
	Module 12 Nov 6	No Class – Fieldwork Day	<ul style="list-style-type: none">• Field Journal Entry #5 Due LO2, LO 3
	Module 13 Nov 13	<ul style="list-style-type: none">• Grant Writing• Budgets	<ul style="list-style-type: none">• CCSR Grant Writing Resources• Content Quiz #3 LO 1c, LO 1d, LO 3
	Module 14 Nov 20	<ul style="list-style-type: none">• Legislative & Media Advocacy	<ul style="list-style-type: none">• Text Chapters 9, 10, 11 & 12
	Nov 27	No Class -- Thanksgiving Break	
	Module 15	<ul style="list-style-type: none">• Evaluating Community Initiatives	<ul style="list-style-type: none">• Text Chapters 14 & 15



	Dec 4	<ul style="list-style-type: none">• Program Sustainability	<ul style="list-style-type: none">• Work Group Evaluation Handbook: Evaluating and Supporting Community Initiatives for Health and Development• Depression Self-management for Rural Women with Disabilities• Content Quiz #4 LO 1e, LO 3• Field Experience Writing Assignment Due December 11 LO 4, LO 5, LO 6
Title IX		<p>Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: http://www.wichita.edu/thisis/home/?u=titleixf</p>	
Inclusive Excellence		<p>Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.</p>	



N325/DH334/HMCD625I Introduction to Evidence Based Practice, Spring 2016 (Section 2)

Instructor:	Carol Bett, PhD, RN
Department:	Nursing
Office Location:	AH 517
Telephone:	(316) 978-5711
Email:	carol.bett@wichita.edu
Preferred Method of Contact:	Telephone, email
Office Hours:	Campus 9:00–11:00am on Tuesdays & Wednesdays
Classroom; Days/Time:	AH 214 – Thursday 2:30 PM – 4:10 PM as scheduled
Prerequisites:	Departmental consent.

How to use this syllabus

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http://webs.wichita.edu/inaudit/ch2_17.htm.

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Course Description

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Upon successful completion of this course, students will be able to:

- Use effective written, oral, or electronic communication skills in applying the steps of Evidence-based Practice
- Demonstrate search techniques for finding evidence to support clinical practice
- Evaluate evidence for validity and applicability
- Summarize evidence for implementation into clinical practice

Required Texts/Readings Textbook

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Other Readings

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Each group will create a “Collaborative Competencies” document at the beginning of the course. The document will be used as a template for professional expectations among team members. In Week 8, each student will be asked to evaluate how each peer student met the established expectations of fair contribution to group work and professionalism throughout the course. Students evaluated as not meeting these expectations will have points deducted from the peer contribution assignment.

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C	73-76	2.00
C-	70-72	1.67
D+	65-69	1.33
D	62-64	1.00
D-	60-61	0.67
F	Below 60	0.00

Assignments

*The class schedule may be modified by the instructor to meet learner's needs. There will be some in-class learning activities as well as on-line content.

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Poster Presentation	4/28	5	100
EBP Project Reflection	5/5	0.5	10
		Total	440
	Assignment Completion		55
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Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316) 854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation (Suggested)

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording (Suggested)

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other (Suggested)

[If there are other university or departmental policies you wish to include, place them here.]

N325 Spring 2016.2

Weekly content is divided into in-class and on-line activities

Graded Individual assignments are in Red

Assignments are due prior to the scheduled class time (2:30 pm) unless otherwise noted.

Content items and practice assignments are in Black

Quizzes are in Green

Week	In-Class learning Topics	On-line learning / Assignments
Week 1 Mar. 10	<p>Course Orientation</p> <ol style="list-style-type: none"> 1. Course structure and policies 2. How and where to find assignments 3. How and where to submit assignments 4. How to verify due dates and grades 5. Overview of course constructs 6. What is EBP? <p>Module 1: Interprofessional education</p> <ol style="list-style-type: none"> 1. Form teams 2. Identify Collaborative Competencies in Video 	<p>EBP Portal- "What is Evidence Based Practice?" powerpoint</p> <p>N325 Syllabus Scavenger Hunt Due March 24th</p> <p>Smiles for Life Interprofessional Curriculum Course 1</p> <p>Smiles for Life Courses may be taken at any time throughout the course; submission of certificate of completion are worth 5 points for each course.</p>
Week 2 Mar. 24	<p>APPRAISE</p> <ol style="list-style-type: none"> 1. Identify types of studies 2. Review statistics 	<p>Statistics Review Assignment Due March 31</p> <p>Type of Studies quiz Statistical literacy quiz Due March 31</p> <p>RCT Critique tutorial</p> <p>Smiles for Life Interprofessional Curriculum Course 3</p>
Week 3 Mar. 31	<p>APPRAISE</p> <ol style="list-style-type: none"> 1. RCT Critique 2. Systematic Review 3. Web sites - CAARP 	<p>APA Citation Assignment RCT Critique Assignment Due April 7</p> <p>EBP Portal- CHP tutorial: “Differentiating between types of studies.”</p> <p>Read: CAARP test handout.</p> <p>Smiles for Life Interprofessional Curriculum Course 5</p>
Week 4 Apr. 7	<p>ASK</p> <p>Create an answerable question</p> <ol style="list-style-type: none"> 1. Formulating a search strategy tutorial 2. Develop PICO terms 3. Search databases <ul style="list-style-type: none"> • SmartSearch • PubMed 	<p>PICO worksheet (one per group) – question must be approved by the instructor</p> <ul style="list-style-type: none"> • Potential practice question • Terms with synonyms and truncated terms for each element

	<ul style="list-style-type: none"> • CINAHL • Cochrane Library 	<p>EBP Portal- "Formulating a search strategy." Tutorial</p> <p>EBP Portal- PICO practice tutorial; "How to form an answerable clinical question."</p> <p>IPE Orientation Modules x 3</p> <p>Smiles for Life Interprofessional Curriculum Course 2</p>
Week 5 Apr. 14	<p>Interprofessional Roles and Responsibilities</p> <ol style="list-style-type: none"> 1. Case study– how does each profession contribute to elements that are role specific? 2. Finalize practice based question 	<p>Work on completing poster & abstract</p> <p>EBP Portal- "How to make a great poster."</p> <p>EBP Portal- IPE Professional Competencies</p> <p>Smiles for Life Interprofessional Curriculum Course 4</p>
Week 6 Apr. 21	<p>APPLY I</p> <ol style="list-style-type: none"> 1. Select Evidence 2. Synthesize Evidence 3. Create EBP Poster 	<p>BP Portal- "Guide to avoiding Plagiarism"</p> <p>Smiles for Life Interprofessional Curriculum Course 6</p>
Week 7 Apr. 28	<p>APPLY II</p> <p>Present EBP Poster</p> <p>Meet in class at 2:30 for poster presentations</p> <p>One person in each group needs to post:</p> <ol style="list-style-type: none"> 1) abstract including references 2) poster (powerpoint slide) 3) EBP audit log sheet (template located in Week 8 & EBP Portal) 	<p>Poster presentation as scheduled</p> <p>Smiles for Life Interprofessional Curriculum Course 7</p>
Week 8 May 5	<p>ASSESS</p> <p>On-line assessments</p>	<p>EBP Project reflection- Due May 5</p> <p>Peer Contribution Survey- due after poster presentation</p> <p>EBP Evidence Record Individual Assignment- Due May 5</p> <p>Smiles for Life Interprofessional Curriculum Course 8</p>



N325/DH334/HMCD625I Introduction to Evidence Based Practice, Spring 2016 (Section 2)

Instructor:	Carol Bett, PhD, RN
Department:	Nursing
Office Location:	AH 517
Telephone:	(316) 978-5711
Email:	carol.bett@wichita.edu
Preferred Method of Contact:	Telephone, email
Office Hours:	Campus 9:00–11:00am on Tuesdays & Wednesdays
Classroom; Days/Time:	AH 214 – Thursday 2:30 PM – 4:10 PM as scheduled
Prerequisites:	Departmental consent.

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The Heskett Center and Campus Recreation (Suggested)

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording (Suggested)

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other (Suggested)

[If there are other university or departmental policies you wish to include, place them here.]

N325 Spring 2016.2

Weekly content is divided into in-class and on-line activities

Graded Individual assignments are in Red

Assignments are due prior to the scheduled class time (2:30 pm) unless otherwise noted.

Content items and practice assignments are in Black

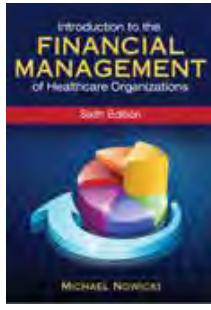
Quizzes are in Green

Week	In-Class learning Topics	On-line learning / Assignments
Week 1 Mar. 10	<p>Course Orientation</p> <ol style="list-style-type: none"> 1. Course structure and policies 2. How and where to find assignments 3. How and where to submit assignments 4. How to verify due dates and grades 5. Overview of course constructs 6. What is EBP? <p>Module 1: Interprofessional education</p> <ol style="list-style-type: none"> 1. Form teams 2. Identify Collaborative Competencies in Video 	<p>EBP Portal- “What is Evidence Based Practice?” powerpoint</p> <p>N325 Syllabus Scavenger Hunt Due March 24th</p> <p>Smiles for Life Interprofessional Curriculum Course 1</p> <p>Smiles for Life Courses may be taken at any time throughout the course; submission of certificate of completion are worth 5 points for each course.</p>
Week 2 Mar. 24	<p>APPRAISE</p> <ol style="list-style-type: none"> 1. Identify types of studies 2. Review statistics 	<p>Statistics Review Assignment Due March 31</p> <p>Type of Studies quiz Statistical literacy quiz Due March 31</p> <p>RCT Critique tutorial</p> <p>Smiles for Life Interprofessional Curriculum Course 3</p>
Week 3 Mar. 31	<p>APPRAISE</p> <ol style="list-style-type: none"> 1. RCT Critique 2. Systematic Review 3. Web sites - CAARP 	<p>APA Citation Assignment RCT Critique Assignment Due April 7</p> <p>EBP Portal- CHP tutorial: “Differentiating between types of studies.”</p> <p>Read: CAARP test handout.</p> <p>Smiles for Life Interprofessional Curriculum Course 5</p>
Week 4 Apr. 7	<p>ASK</p> <p>Create an answerable question</p> <ol style="list-style-type: none"> 1. Formulating a search strategy tutorial 2. Develop PICO terms 3. Search databases <ul style="list-style-type: none"> • SmartSearch • PubMed 	<p>PICO worksheet (one per group) – question must be approved by the instructor</p> <ul style="list-style-type: none"> • Potential practice question • Terms with synonyms and truncated terms for each element

	<ul style="list-style-type: none"> • CINAHL • Cochrane Library 	<p>EBP Portal- “Formulating a search strategy.” Tutorial</p> <p>EBP Portal- PICO practice tutorial; “How to form an answerable clinical question.”</p> <p>IPE Orientation Modules x 3</p> <p>Smiles for Life Interprofessional Curriculum Course 2</p>
Week 5 Apr. 14	<p>Interprofessional Roles and Responsibilities</p> <ol style="list-style-type: none"> 1. Case study– how does each profession contribute to elements that are role specific? 2. Finalize practice based question 	<p>Work on completing poster & abstract</p> <p>EBP Portal- “How to make a great poster.”</p> <p>EBP Portal- IPE Professional Competencies</p> <p>Smiles for Life Interprofessional Curriculum Course 4</p>
Week 6 Apr. 21	<p>APPLY I</p> <ol style="list-style-type: none"> 1. Select Evidence 2. Synthesize Evidence 3. Create EBP Poster 	<p>BP Portal- “Guide to avoiding Plagiarism”</p> <p>Smiles for Life Interprofessional Curriculum Course 6</p>
Week 7 Apr. 28	<p>APPLY II</p> <p>Present EBP Poster</p> <p>Meet in class at 2:30 for poster presentations</p> <p>One person in each group needs to post:</p> <ol style="list-style-type: none"> 1) abstract including references 2) poster (powerpoint slide) 3) EBP audit log sheet (template located in Week 8 & EBP Portal) 	<p>Poster presentation as scheduled</p> <p>Smiles for Life Interprofessional Curriculum Course 7</p>
Week 8 May 5	<p>ASSESS</p> <p>On-line assessments</p>	<p>EBP Project reflection- Due May 5</p> <p>Peer Contribution Survey- due after poster presentation</p> <p>EBP Evidence Record Individual Assignment- Due May 5</p> <p>Smiles for Life Interprofessional Curriculum Course 8</p>



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Syllabus	HMCD-642 Financing Health Care Services – Fall 2016
Meeting	Tuesdays 7:05pm – 9:45pm – Ahlberg Hall Classroom 104
	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.
Instructor Information	Instructor: Debbi Lehner, FACHE, MBA Office: AH 106B Office Phone: 316-978-5641 Cell Phone: 907-209-3892 Office Hours: Tuesday, Wednesday & Thursday 3:30pm-4:30pm and by appointment. It is recommended you contact me prior to our meeting to confirm availability. Email: debbi.lehner@wichita.edu This is the best way to reach me!!!
Text and Readings & tools:	The required text for the class is <i>Introduction to the Financial Management of Healthcare Organizations</i> . (6 th edition) by Michael Nowicki Health Administration Press  You will need to bring this book to class each week as you will be required to utilize the resources within it. You will wish to have access to a simple <u>calculator</u> for some accounting problems or you may wish to use the calculator on your cell phone or laptop. Either is fine. It is necessary that you have access to <u>Microsoft Excel</u> or another spreadsheet software for some of the homework and in class calculations. A basic knowledge of Microsoft Excel or a comparable software program will greatly enhance the student's experience in this course.
Course Description	This course examines the principles of financial analysis and management used in health care institutions, which are most useful to nonfinancial personnel. It emphasizes understanding and application of general financial concepts crucial to the health setting; considers financial organization, sources of operating revenues, budgeting and cost allocation methods. Uses



	examples for various types of health service organizations.
Course Objectives - Undergraduate	Upon satisfactory completion of this course, undergraduate students will be able to: <ol style="list-style-type: none">1. Relate the purpose of healthcare financial management to the purpose of healthcare organizations (CO1)2. Describe the history of and current benefits and financing for Medicare and Medicaid (CO2)3. Recognize the methods of classification and allocation of costs, setting charges and evaluating inventory (CO3)4. Recognize the importance of managing cash flow and using ratios to evaluate capital and cash performance (CO4)5. Discuss the importance and the elements of the revenue cycle in healthcare (CO5)6. Evaluate and interpret the financial health of a healthcare organization using ratio analysis (CO6)7. Identify and explain the components of financial statements (CO7)8. Discuss the components of an operational budget and recognize the steps to prioritization within the capital budget (CO8)
Course Objective - Graduate	Upon satisfactory completion of this course, graduate students will be able to: <ol style="list-style-type: none">1. Distinguish between the relationship between the purpose of healthcare financial management to the purpose of the healthcare organization (COG1)2. Connect the history of the Governmentally subsidized plans, Medicare and Medicaid to today's utilization (COG2)3. Appraise the methods of classification and allocations of costs, setting charges and evaluating inventory (COG3)4. Appraise the importance of managing cash flow and using ratios to evaluate capital and cash performance (COG4)5. Construct an analysis of the financial health of an organization (COG5)6. Assess the components of financial statements (COG6)7. Propose a solution to a financial case study utilizing specific financial formulas (COG7)8. Summarize the value of the revenue cycle. (COG8)9. Develop components of an operational budget and recommend prioritization within a capital budget (COG9)
Public Health Sciences HSMCD & HS Learning Outcomes	The Department of Public Health Sciences established the following six learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 642 course content targets outcome three below: <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning



	<p>6. Exhibit oral and written communication skills for diverse populations and environments</p>
Assignment of Credit Hours	<p>Success in this three credit hour hybrid course is based on the expectation that students will spend a minimum of 45 hours over the length of the course for in-person and online instruction. Preparation, studying, and fieldwork for the course will involve an additional minimum of 90 hours over the length of the course. Students will spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities include, but are not limited to reading, writing, studying, research, and completing critiques.</p>
Course Format	<p>Classes will be made up of lecture, discussions, presentations and student participation. It is expected that you will have read all assigned text and journal readings prior to the beginning of class and be prepared to offer your impressions and opinions on topics discussed which may often be controversial. All opinions and views will be respected in class. Because this class is a finance class, practice doing problems is essential. Students not completing assigned problems in class or as part of homework will be graded accordingly.</p> <p>Blackboard</p> <p>This course is Blackboard-enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard.</p> <p>Testing and Grading</p> <p>There will be two exams as shown below. If a student misses an in class assignment, a make-up <u>may</u> be granted at the instructor's discretion. Make-up exams/in class work will consist of the instructor's choice of format.</p> <p>For undergraduate students:</p> <p>20% - Midterm Exam 20% - Final Exam 20% - Homework 10% - Critical Analysis Report & Presentation 10% - Financial Health of a Hospital Report 15% - Participation, Attendance 2% - In Class Group Operational Budgeting Project 1% - In Class Group Capital Budgeting Assignment 2% - Department Financial Quiz</p>



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	<p>All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.</p> <p>For graduate students:</p> <p>20% - Midterm Exam 20% - Final Exam 20% - Homework 10% - Critical Analysis Report & Presentation 10% - Financial Health of a Hospital Report 10% - Participation, Attendance 2% - In Class Group Operational Budgeting Project 1% - In Class Group Capital Budgeting Assignment 2% - Department Financial Quiz 3% - Graduate - Case Study 2% - Graduate - Individual Operating Budget</p> <p>All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.</p> <p>Final course grades for both graduates and undergraduates will be based on the following scale:</p> <table><tbody><tr><td>93-100A</td><td>4.0</td><td>80-82</td><td>B-</td><td>2.7</td><td>67-69</td><td>D+</td><td>1.3</td></tr><tr><td>90-92</td><td>A-</td><td>3.7</td><td>77-79</td><td>C+</td><td>2.3</td><td>63-66</td><td>D</td><td>1.0</td></tr><tr><td>87-89</td><td>B+</td><td>3.3</td><td>73-76</td><td>C</td><td>2.0</td><td>60-62</td><td>D-</td><td>0.7</td></tr><tr><td>83-86</td><td>B</td><td>3.0</td><td>70-72</td><td>C-</td><td>1.7</td><td>0-59</td><td>F</td><td>0.0</td></tr></tbody></table>	93-100A	4.0	80-82	B-	2.7	67-69	D+	1.3	90-92	A-	3.7	77-79	C+	2.3	63-66	D	1.0	87-89	B+	3.3	73-76	C	2.0	60-62	D-	0.7	83-86	B	3.0	70-72	C-	1.7	0-59	F	0.0
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Assignments	<p>Homework</p> <p>Several of the text chapters/class discussions have discussion questions & problems assigned as homework. Each assignment is due in Safe Assignment the Sunday after class discussion of the subject matter. Half credit to assignments one day late – no credit afterwards. The answers to the problems are available in the back of the text book, but showing your work and understanding of the concept is as valuable as the final answer.</p> <p>Critical Analysis Report: (CO1) (COG1)</p> <p>Each student is required to complete one (1) critical analysis report from professional articles written in appropriate journals. Please refer to attachment. Articles must be taken from referred journals and not from trade magazines. Subject to approval by the instructor, participants may elect to use chapters in a professional text. Reading should focus on financial management. Each student will present</p>																																			



one critical analysis report to the class in a very short synopsis format – less than five minutes. **The written report is due Sunday October 9th at 11:59pm.** (See Appendix A)

Financial Health of a Hospital: (CO6) (COG5)

Each student is responsible to research and find one (1) hospital's financial records on line (helpful to search hospital financial statements or hospital finance packet) and complete the ratio analysis. This will also require a short synopsis of the size and location of the hospital and the perception of the financial health of the organization. May use audited or unaudited financial reports. **This report is due Monday, December 5th at 11:59pm.** (See Appendix B)

Additional Assignments for Graduate Students:

Individual Financial Case Study: (COG7)

The graduate student may choose between two case studies that will require some financial analysis. A written report of 1-2 pages is expected accompanying any spreadsheet financial analysis. **This assignment will be due by Monday, October 24th at 11:59PM**

Individual Department Budgeting Assignment: (COG9)

Each graduate student will be expected to complete a departmental operations budget, similar to the group in class project. The format will be provided in Excel and will have some additional components beyond the in class activity. **This assignment will be due by Monday, November 21 at 11:59PM**

Safe Assignment: All papers and assignments for both graduate and undergraduate students must be submitted through Safe Assignment, a plagiarism detection system. Be sure you know how to submit a paper through Safe Assignment before the last minute. In all instances, keep a copy of your submissions for your files in case of loss.

Technology

Technology Standards and Minimum Expectations

This is a hybrid course offered through the traditional classroom and also through the Wichita State University (WSU) Blackboard system. Therefore, the following minimal computer skills are expected responsibilities of all students who enroll and participate in this course:

- Using the Blackboard learning system
- Sending emails



- Setting font size and type
- Setting margins
- Setting line spacing
- Creating headers and footers
- Inserting tables
- Italicizing
- Inserting page numbers in a header
- Centering text; right and left justification
- Sending and receiving email with attachments
- Accessing the Internet
- Opening Internet files
- Downloading content
- Using PowerPoint, Word and Excel
- Posting to discussion boards
- Following hyperlinks to content outside of the Blackboard learning system
- Searching .pdf documents

Students additionally are expected to use updated Adobe Reader, Flash, Java, ActiveX and media players for access to course materials. If a student feels he or she is unable to meet these qualifications then it is their responsibility to attain these skills.

This is a hybrid course. As such, students will need CONTINUED and RELIABLE access to the Internet throughout the



	<p>semester. Students may use their own computer, a friend's computer, one at work, one a public library or one on the WSU campus.</p> <p>Because the course requires high use of technology, students must respect that if they do not have the skills to successfully complete the course, then it is their responsibility to attain those skills. Your professor will not teach technology in this course; she is here to provide the expert educational content. Online learning, in some cases, involves more activity than in-class learning and for some students may be more difficult than a traditional environment. Therefore, please take some time to thoroughly look over the course expectations. There are special expectations attached to taking this hybrid course. If you feel you cannot comply with the course expectations, technologically or otherwise, it is recommended that you drop this course.</p>
Attendance, Participation and Conduct	<p>This class focuses on the financial aspects of health care organizations, which is a complex subject. Class discussion & participation is crucial to understanding the concepts and nuances of these financial concepts. Every student is expected to participate in class discussions. Obviously you cannot participate if you are not in class. Therefore, class attendance is very important. You are welcome to visit with me outside of the classroom as well.</p> <p>Class will begin and end at the scheduled times. You are expected to arrive on time and remain seated and attentive until dismissed. If unusual circumstances require you to miss a class, to arrive late or to leave early, please let me know in advance. This means that you should email or contact me before you miss a class.</p> <p>Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account - - students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the wichita.edu system. Sign all email correspondences with both first and last name.• Write "HMCD 642" in the subject line of all email correspondences.• Proper parenthetical in-text citation in standardized formats is expected as necessary – see OWL for an online, comprehensive and update source for citation.• Attach any files as a document in MSWord format.• If the Blackboard system is down, contact your instructor only after you first have contacted WSU OneStop.• Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.



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| | <ul style="list-style-type: none">• Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.• Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.• Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.). |
|--|--|

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Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty Policy](#)

Additional Information

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Course Schedule	Important Academic Dates <i>For Fall semester 2016, classes begin August 22, 2016, and end December 8,, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is XXXXX. There are no classes on October 18th, 2016. The final exam period is December 10-15th, 2016.</i>		
	Tentative Schedule		
	Class Date	Class Content and Objectives	Class Assignments
	Aug 23 Class 1	Introduction and course objectives Review of course syllabus Why Study Healthcare Finance?	
	Aug 30 Class 2	Part I Financial Management Financial Management in Context *Introduction to Departmental Financials	<u>Readings</u> 1. Chapter 1
	Sept 6 Class 3	Organization of Financial Management Tax Status of Healthcare Organizations	<u>Readings:</u> Chapters 2 & 3 1. Madden, Mark. "Soft Leadership Competencies for Today's Healthcare Finance." Healthcare Financial Management May2015; 69(5): 42-45. 2. Homework #1: Assignment due Sunday, Sept 11th by 11:59pm. (CO1) (COG1) a. Text page 48. Choose 1 discussion question and submit via blackboard. b. Text page 61. Choose 1 discussion question and submit via blackboard
	Sept 13 Class 4	Part II Operating Revenue Third Party Payment & Medicare and Medicaid	<u>Readings:</u> 1. Chapters 4 & 5 2. Homework #2 – Due Sunday Sept. 18th 11:59pm submitted via blackboard. (CO2)(COG2) a. Cost cutting & cost shifting self-quiz models – page 95.



	Sept 20 Class 5	Cost Accounting *Impact on Departmental financials	<u>Readings:</u> 1. Chapter 6 2. Homework #3 – Due Sunday Sept. 25th 11:59pm (CO3)(COG3) a. Differential Cost Analysis Self Quiz Problem – page 156 b. Job –Order Costing Self Quiz Problem – page 160 c. Activity Based Costing Self Quiz Problem – page 165 d. Breakeven Analysis Self Quiz Problem – page 168
	Sept 27 Class 6	Reimbursement Exam Review	<u>Readings:</u> 1. Chapter 7 2. Whitehouse, David, "Getting Ahead on Price Transparency: A Playbook for Healthcare Finance Leaders." <i>Healthcare Financial Management</i> Nov2015; 69(11): 144-146. 3. Homework #4: Due Sunday, October 2nd by 11:59pm (CO3)(COG3) a. RVU Rate Setting Self Quiz Problem – page 189 b. Hourly Rate-Setting Self Quiz Problem – page 192
	Oct 1-7 Class 7	Mid Term Exam	Exam provided via blackboard (CO1,2, &3) (COG 1,2,&3)
	Oct 9	Critical Analysis Report due at 11:59pm	(CO1) (COG1)
	Oct 11 Class 8	Post Exam Review Part III Working Capital Managing Working Capital 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapters 9
	Oct 18	Fall Break – No class	
	Oct 24	Graduate Case Study due by 11:59PM	(COG7)
	Oct 25 Class 9	Managing Revenue Cycle Guest Speaker: James Thompson, ED Management 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapters 9 2. Homework #5: Assignment due Sunday, Oct 30th by 11:59pm. (CO5)(COG8)



			<ul style="list-style-type: none">Text page 237. Discussion questions 1 & 2 submit via blackboard.
Nov 1 Class 10	Managing Materials Guest Lecturer: Laurie Durham, Materials Management Director, Newton Medical Ctr. *Supply Expense at the Department Level	<u>Readings:</u> 1. Chapter 10 2. Homework #6: Due Sunday, Nov 6th by 11:59pm (CO3)(COG3) a. Inventory Valuation Self Quiz Problem page 254	
Nov 8 Class 11	Part IV Resource Allocation Strategic & Operational Planning 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapter 11	
Nov 15 Class 12	Budgeting *Budgeting at the Department Level Group Operating Budget Activity (CO8) (COG9)	<u>Readings:</u> 1. Chapter 12	
Nov 21	Graduate Budgeting Assignment Due by 11:59PM	(COG9)	
Nov 22 Class 13	Capital Budgeting *How to Justify Capital at the Department Level Group Activity: Prioritizing Capital for our hospital (CO8) (COG9)	<u>Readings:</u> 1. Chapters 13 2. Payne, Christopher. "Capital Ideas for Healthcare in 2015." Healthcare Financial Management May2015, Vol. 69 Issue 5, p64-71. 3. Homework #7: Due Sunday, November 27th by 11:59pm (CO4)(COG4) a. Payback Period Self quiz page 318	
Nov 29 Class 14	Part V Financial Analysis Financial Analysis & Management Reporting *Analyzing Department Financials	<u>Readings:</u> 1. Chapters 14 2. Homework #8: Due Sunday, Dec. 4th by 11:59pm (CO6 & 7)(COG4) a. Ratio Analysis Self Quiz Problems – Page 353	
Dec 6	Part VI: Healthcare Reform: Past, Present &	<u>Readings:</u>	



	Class 15	Future Future Trends *Department Financial Quiz (CO6)(COG5) Exam Review	1. Chapter 15
	Dec 5th	Financial Health of a Hospital due at 11:59pm	5 Extra Credit points given if turned in by November 28 th at 11:59PM
	Dec 7-13 Class 16	FINAL EXAM	Final Exam provided via blackboard (CO1,2,3,4,5,6,7,8) (COG1,2,3,4,6,8,9)
Inclusive Excellence	Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.		



Appendix A: HMCD 642

CRITICAL ANALYSIS REPORT: The written report is due Sunday October 9th at 11:59pm (CO1)(COGI)

A. Introduction:

A critical analysis report is a thorough review of a written work and a personal reaction to this analysis. Experience in making critiques of written works is required for the following reasons:

1. Extensive critical reading helps the student achieve a more comprehensive understanding of the concepts included in the course.
2. Critical analysis of what is read aids one in becoming a more discerning consumer of the literature in the field.
3. Evaluations of what is read assist the student in the comprehension of the implications of the reading content of his particular course of interest and concerns.
4. The written critique helps the student develop the art of effective communication.
5. The analysis helps the student develop appropriate reference citations for professional opinions on health care issues.
6. Would it serve as a sound reference source for others in health services administration?

B. General Requirements:

Each student is required to review one (1) article from a professional health related journal. The article must focus on relevant aspects of Healthcare Finance and Planning. Article must be published within last 3 years.

C. Guidelines for Review Format:

1. All papers are to be typed and double spaced. The paper is to be clear and concise; does not contain errors in spelling, punctuation, or syntax.
2. All papers are to be submitted on time to meet specific due date.
3. At the top of the first page, and on a 3x5 inch index card, the following information must be provided using the listed headings in sequence:
 - a. Applicable General Topic:
 - b. Title of Article:
 - c. Authors Name:
 - d. Name of Journal:
 - e. Date of Journal:
 - f. Volume:
 - g. Number:
 - h. Pages (on which article appears):
 - i. Publisher of Journal

NOTE: A copy of the article must be submitted with the written report
4. Synopsis and Summary:
100-200 word description of the articles basic content.
5. General Theme:



A brief statement about what you felt was the author's general theme of the article.

6. Point of View:
A brief statement about what you felt concerning the author's point of view. Was the presentation objective and factual or was the presentation subjective and lacking of facts? Explain your opinion.
7. Issue Analysis:
Provide a list of the issues presented in the article.
8. Conclusions and Recommendations:
List of author's conclusions and/or recommendations.
9. Agreement or Disagreement:
Based on the author's conclusions and/or recommendations, do you agree or disagree; provide a brief justification regarding your opinion concerning your agreements and disagreements.
10. Professional Projections:
A 50-75 word statement on what you learned from the article and how you may apply this experience (negative or positive) in your professional future career.

D. Guide to Grading of the Critical Analysis Report:

The critique will be graded on the following:

- b. Appropriate article
- c. Identifying information on first page and 3x5 index cards
- d. Synopsis and Summary
- e. General theme stated
- f. Point of view stated
- g. Issue analysis stated
- h. Conclusions and recommendation stated
- i. Agreement or disagreement stated
- j. Professional projections stated

NOTE: Submit copy of journal article with your report

E. Specific Requirements:

Articles selected must be from respected journals.

F. Penalties:

1. Failure to submit reviews on specific due dates may result in the deduction of one full grade for each successive class period that the review is not submitted.
2. Special circumstances requiring an extension of the due dates will be handled on an individual basis via written justification explanation and/or request stating the particulars and forwarded to the instructor for approval and appropriate determination.



Appendix B: HMCD 642

Financial Health of a Hospital: This report is due Monday, December 5th at 11:59pm. 5 Extra Credit points if turned in by November 28th (CO6) (COG5)

Each student is responsible to research and find one (1) hospital's financial records on line (helpful to search hospital financial statements or hospital finance packet) and complete the ratio analysis. This will also require a short synopsis of the size and location of the hospital and the perception of the financial health of the organization. May use audited or unaudited financial reports. It is best you choose an individual hospital or very small system rather than a large hospital system/organization (example: HCA, Lifepoint, Community Health Systems etc.)

The analysis needs to be performed on hospital financials that are not over 5 years old. The following ratios will be performed and interpreted to determine a simple analysis of whether the hospital is in excellent health, adequate health, or poor health. Although it is not expected you go into a great detailed analysis, from our discussions in class, you should know when a ratio presents a positive, negative or neutral impression. You should utilize the Optum Medians 2012 shown on page 339 in your text as a reference. Most of the details you'll need to perform the analysis will be within the financials of the organization. If you do not have all of the details needed, identify this in your report.

- Current Ratio
- Collection Period Ratio
- Days Cash on Hand, all sources Ratio
- Average payment period Ratio
- Operating Margin (%) Ratio
- Total Margin (%) Ratio
- Return on net Assets (%) Ratio
- Age of Plant Ratio
- Total Asset Turnover Ratio
- Fixed Asset Turnover Ratio
- Current Asset Turnover Ratio
- Net assets financing Ratio
- Cash flow to debt Ratio

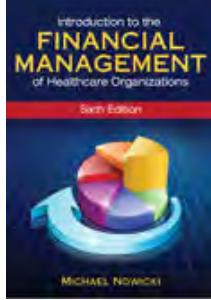
Details to share about the HCO you're presenting include: Size, location, ownership (for profit/NFP/Gov) and any specialty issues – like a leader in orthopedics in the area or cardiac care. Indicate if the organization has won awards, is a leader in its community or



other pertinent pieces of information you will see on the organization's website. You will need to document where you found your information including links to the financials and the organization's website. **It is expected that you show the following on your submitted report: description of hospital, ratio analysis with comparison to previous years and Optum medians benchmark and a conclusion based upon your analysis of the financial health of the hospital.** See Rubric provided on blackboard.



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Syllabus	HMCD-642 Financing Health Care Services – Fall 2016
Meeting	Tuesdays 7:05pm – 9:45pm – Ahlberg Hall Classroom 104
	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.
Instructor Information	Instructor: Debbi Lehner, FACHE, MBA Office: AH 106B Office Phone: 316-978-5641 Cell Phone: 907-209-3892 Office Hours: Tuesday, Wednesday & Thursday 3:30pm-4:30pm and by appointment. It is recommended you contact me prior to our meeting to confirm availability. Email: debbi.lehner@wichita.edu This is the best way to reach me!!!
Text and Readings & tools:	The required text for the class is <i>Introduction to the Financial Management of Healthcare Organizations</i> . (6 th edition) by Michael Nowicki Health Administration Press  You will need to bring this book to class each week as you will be required to utilize the resources within it. You will wish to have access to a simple <u>calculator</u> for some accounting problems or you may wish to use the calculator on your cell phone or laptop. Either is fine. It is necessary that you have access to <u>Microsoft Excel</u> or another spreadsheet software for some of the homework and in class calculations. A basic knowledge of Microsoft Excel or a comparable software program will greatly enhance the student's experience in this course.
Course Description	This course examines the principles of financial analysis and management used in health care institutions, which are most useful to nonfinancial personnel. It emphasizes understanding and application of general financial concepts crucial to the health setting; considers financial organization, sources of operating revenues, budgeting and cost allocation methods. Uses



	examples for various types of health service organizations.
Course Objectives - Undergraduate	Upon satisfactory completion of this course, undergraduate students will be able to: <ol style="list-style-type: none">1. Relate the purpose of healthcare financial management to the purpose of healthcare organizations (CO1)2. Describe the history of and current benefits and financing for Medicare and Medicaid (CO2)3. Recognize the methods of classification and allocation of costs, setting charges and evaluating inventory (CO3)4. Recognize the importance of managing cash flow and using ratios to evaluate capital and cash performance (CO4)5. Discuss the importance and the elements of the revenue cycle in healthcare (CO5)6. Evaluate and interpret the financial health of a healthcare organization using ratio analysis (CO6)7. Identify and explain the components of financial statements (CO7)8. Discuss the components of an operational budget and recognize the steps to prioritization within the capital budget (CO8)
Course Objective - Graduate	Upon satisfactory completion of this course, graduate students will be able to: <ol style="list-style-type: none">1. Distinguish between the relationship between the purpose of healthcare financial management to the purpose of the healthcare organization (COG1)2. Connect the history of the Governmentally subsidized plans, Medicare and Medicaid to today's utilization (COG2)3. Appraise the methods of classification and allocations of costs, setting charges and evaluating inventory (COG3)4. Appraise the importance of managing cash flow and using ratios to evaluate capital and cash performance (COG4)5. Construct an analysis of the financial health of an organization (COG5)6. Assess the components of financial statements (COG6)7. Propose a solution to a financial case study utilizing specific financial formulas (COG7)8. Summarize the value of the revenue cycle. (COG8)9. Develop components of an operational budget and recommend prioritization within a capital budget (COG9)
Public Health Sciences HSMCD & HS Learning Outcomes	The Department of Public Health Sciences established the following six learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 642 course content targets outcome three below: <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning



	<p>6. Exhibit oral and written communication skills for diverse populations and environments</p>
Assignment of Credit Hours	<p>Success in this three credit hour hybrid course is based on the expectation that students will spend a minimum of 45 hours over the length of the course for in-person and online instruction. Preparation, studying, and fieldwork for the course will involve an additional minimum of 90 hours over the length of the course. Students will spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities include, but are not limited to reading, writing, studying, research, and completing critiques.</p>
Course Format	<p>Classes will be made up of lecture, discussions, presentations and student participation. It is expected that you will have read all assigned text and journal readings prior to the beginning of class and be prepared to offer your impressions and opinions on topics discussed which may often be controversial. All opinions and views will be respected in class. Because this class is a finance class, practice doing problems is essential. Students not completing assigned problems in class or as part of homework will be graded accordingly.</p> <p>Blackboard</p> <p>This course is Blackboard-enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard.</p> <p>Testing and Grading</p> <p>There will be two exams as shown below. If a student misses an in class assignment, a make-up <u>may</u> be granted at the instructor's discretion. Make-up exams/in class work will consist of the instructor's choice of format.</p> <p>For undergraduate students:</p> <p>20% - Midterm Exam 20% - Final Exam 20% - Homework 10% - Critical Analysis Report & Presentation 10% - Financial Health of a Hospital Report 15% - Participation, Attendance 2% - In Class Group Operational Budgeting Project 1% - In Class Group Capital Budgeting Assignment 2% - Department Financial Quiz</p>



	All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail. For graduate students: 20% - Midterm Exam 20% - Final Exam 20% - Homework 10% - Critical Analysis Report & Presentation 10% - Financial Health of a Hospital Report 10% - Participation, Attendance 2% - In Class Group Operational Budgeting Project 1% - In Class Group Capital Budgeting Assignment 2% - Department Financial Quiz 3% - Graduate - Case Study 2% - Graduate - Individual Operating Budget All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail. Final course grades for both graduates and undergraduates will be based on the following scale: <table><tbody><tr><td>93-100A</td><td>4.0</td><td>80-82</td><td>B-</td><td>2.7</td><td>67-69</td><td>D+</td><td>1.3</td></tr><tr><td>90-92</td><td>A-</td><td>3.7</td><td>77-79</td><td>C+</td><td>2.3</td><td>63-66</td><td>D</td><td>1.0</td></tr><tr><td>87-89</td><td>B+</td><td>3.3</td><td>73-76</td><td>C</td><td>2.0</td><td>60-62</td><td>D-</td><td>0.7</td></tr><tr><td>83-86</td><td>B</td><td>3.0</td><td>70-72</td><td>C-</td><td>1.7</td><td>0-59</td><td>F</td><td>0.0</td></tr></tbody></table>	93-100A	4.0	80-82	B-	2.7	67-69	D+	1.3	90-92	A-	3.7	77-79	C+	2.3	63-66	D	1.0	87-89	B+	3.3	73-76	C	2.0	60-62	D-	0.7	83-86	B	3.0	70-72	C-	1.7	0-59	F	0.0
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90-92	A-	3.7	77-79	C+	2.3	63-66	D	1.0																												
87-89	B+	3.3	73-76	C	2.0	60-62	D-	0.7																												
83-86	B	3.0	70-72	C-	1.7	0-59	F	0.0																												
Assignments	Homework Several of the text chapters/class discussions have discussion questions & problems assigned as homework. Each assignment is due in Safe Assignment the Sunday after class discussion of the subject matter. Half credit to assignments one day late – no credit afterwards. The answers to the problems are available in the back of the text book, but showing your work and understanding of the concept is as valuable as the final answer. Critical Analysis Report: (CO1) (COG1) Each student is required to complete one (1) critical analysis report from professional articles written in appropriate journals. Please refer to attachment. Articles must be taken from referred journals and not from trade magazines. Subject to approval by the instructor, participants may elect to use chapters in a professional text. Reading should focus on financial management. Each student will present																																			



one critical analysis report to the class in a very short synopsis format – less than five minutes. **The written report is due Sunday October 9th at 11:59pm.** (See Appendix A)

Financial Health of a Hospital: (CO6) (COG5)

Each student is responsible to research and find one (1) hospital's financial records on line (helpful to search hospital financial statements or hospital finance packet) and complete the ratio analysis. This will also require a short synopsis of the size and location of the hospital and the perception of the financial health of the organization. May use audited or unaudited financial reports. **This report is due Monday, December 5th at 11:59pm.** (See Appendix B)

Additional Assignments for Graduate Students:

Individual Financial Case Study: (COG7)

The graduate student may choose between two case studies that will require some financial analysis. A written report of 1-2 pages is expected accompanying any spreadsheet financial analysis. **This assignment will be due by Monday, October 24th at 11:59PM**

Individual Department Budgeting Assignment: (COG9)

Each graduate student will be expected to complete a departmental operations budget, similar to the group in class project. The format will be provided in Excel and will have some additional components beyond the in class activity. **This assignment will be due by Monday, November 21 at 11:59PM**

Safe Assignment: All papers and assignments for both graduate and undergraduate students must be submitted through Safe Assignment, a plagiarism detection system. Be sure you know how to submit a paper through Safe Assignment before the last minute. In all instances, keep a copy of your submissions for your files in case of loss.

Technology

Technology Standards and Minimum Expectations

This is a hybrid course offered through the traditional classroom and also through the Wichita State University (WSU) Blackboard system. Therefore, the following minimal computer skills are expected responsibilities of all students who enroll and participate in this course:

- Using the Blackboard learning system
- Sending emails



- Setting font size and type
- Setting margins
- Setting line spacing
- Creating headers and footers
- Inserting tables
- Italicizing
- Inserting page numbers in a header
- Centering text; right and left justification
- Sending and receiving email with attachments
- Accessing the Internet
- Opening Internet files
- Downloading content
- Using PowerPoint, Word and Excel
- Posting to discussion boards
- Following hyperlinks to content outside of the Blackboard learning system
- Searching .pdf documents

Students additionally are expected to use updated Adobe Reader, Flash, Java, ActiveX and media players for access to course materials. If a student feels he or she is unable to meet these qualifications then it is their responsibility to attain these skills.

This is a hybrid course. As such, students will need CONTINUED and RELIABLE access to the Internet throughout the



	<p>semester. Students may use their own computer, a friend's computer, one at work, one a public library or one on the WSU campus.</p> <p>Because the course requires high use of technology, students must respect that if they do not have the skills to successfully complete the course, then it is their responsibility to attain those skills. Your professor will not teach technology in this course; she is here to provide the expert educational content. Online learning, in some cases, involves more activity than in-class learning and for some students may be more difficult than a traditional environment. Therefore, please take some time to thoroughly look over the course expectations. There are special expectations attached to taking this hybrid course. If you feel you cannot comply with the course expectations, technologically or otherwise, it is recommended that you drop this course.</p>
Attendance, Participation and Conduct	<p>This class focuses on the financial aspects of health care organizations, which is a complex subject. Class discussion & participation is crucial to understanding the concepts and nuances of these financial concepts. Every student is expected to participate in class discussions. Obviously you cannot participate if you are not in class. Therefore, class attendance is very important. You are welcome to visit with me outside of the classroom as well.</p> <p>Class will begin and end at the scheduled times. You are expected to arrive on time and remain seated and attentive until dismissed. If unusual circumstances require you to miss a class, to arrive late or to leave early, please let me know in advance. This means that you should email or contact me before you miss a class.</p> <p>Students additionally are expected to adhere to the following behaviors:</p> <ul style="list-style-type: none">• Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the wichita.edu system. Sign all email correspondences with both first and last name.• Write "HMCD 642" in the subject line of all email correspondences.• Proper parenthetical in-text citation in standardized formats is expected as necessary – see OWL for an online, comprehensive and update source for citation.• Attach any files as a document in MSWord format.• If the Blackboard system is down, contact your instructor only after you first have contacted WSU OneStop.• Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.



- Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.
- Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
- Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).

Recording devices are not allowed. If you have a physical, psychiatric, emotional, or learning disability that may impact your ability to carry out assigned course work, please contact the Office of Disability Services (DS) located in Grace Wilkie Annex, room 150, or you can call 316-978-3309 (voice) or 316-854-3032 (videophone). DS will review your concerns and determine, with you, the academic accommodations that are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the [Student Code of Conduct](#) and the [Student Academic Honesty Policy](#)

Additional Information

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.



Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see [University & Board of Regents Policy](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up [here for alert](#).

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities, which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.



Course Schedule	Important Academic Dates <i>For Fall semester 2016, classes begin August 22, 2016, and end December 8,, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is XXXXX. There are no classes on October 18th, 2016. The final exam period is December 10-15th, 2016.</i>		
	Tentative Schedule		
	Class Date	Class Content and Objectives	Class Assignments
	Aug 23 Class 1	Introduction and course objectives Review of course syllabus Why Study Healthcare Finance?	
	Aug 30 Class 2	Part I Financial Management Financial Management in Context *Introduction to Departmental Financials	<u>Readings</u> 1. Chapter 1
	Sept 6 Class 3	Organization of Financial Management Tax Status of Healthcare Organizations	<u>Readings:</u> Chapters 2 & 3 1. Madden, Mark. "Soft Leadership Competencies for Today's Healthcare Finance." <i>Healthcare Financial Management</i> May2015; 69(5): 42-45. 2. Homework #1: Assignment due Sunday, Sept 11th by 11:59pm. (CO1) (COG1) a. Text page 48. Choose 1 discussion question and submit via blackboard. b. Text page 61. Choose 1 discussion question and submit via blackboard
	Sept 13 Class 4	Part II Operating Revenue Third Party Payment & Medicare and Medicaid	<u>Readings:</u> 1. Chapters 4 & 5 2. Homework #2 – Due Sunday Sept. 18th 11:59pm submitted via blackboard. (CO2)(COG2) a. Cost cutting & cost shifting self-quiz models – page 95.



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	Sept 20 Class 5	Cost Accounting *Impact on Departmental financials	<u>Readings:</u> 1. Chapter 6 2. Homework #3 – Due Sunday Sept. 25th 11:59pm (CO3)(COG3) a. Differential Cost Analysis Self Quiz Problem – page 156 b. Job –Order Costing Self Quiz Problem – page 160 c. Activity Based Costing Self Quiz Problem – page 165 d. Breakeven Analysis Self Quiz Problem – page 168
	Sept 27 Class 6	Reimbursement Exam Review	<u>Readings:</u> 1. Chapter 7 2. Whitehouse, David, “Getting Ahead on Price Transparency: A Playbook for Healthcare Finance Leaders.” <i>Healthcare Financial Management</i> Nov2015; 69(11): 144-146. 3. Homework #4: Due Sunday, October 2nd by 11:59pm (CO3)(COG3) a. RVU Rate Setting Self Quiz Problem – page 189 b. Hourly Rate-Setting Self Quiz Problem – page 192
	Oct 1-7 Class 7	Mid Term Exam	Exam provided via blackboard (CO1,2, &3) (COG 1,2,&3)
	Oct 9	Critical Analysis Report due at 11:59pm	(CO1) (COG1)
	Oct 11 Class 8	Post Exam Review Part III Working Capital Managing Working Capital 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapters 9
	Oct 18	Fall Break – No class	
	Oct 24	Graduate Case Study due by 11:59PM	(COG7)
	Oct 25 Class 9	Managing Revenue Cycle Guest Speaker: James Thompson, ED Management 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapters 9 2. Homework #5: Assignment due Sunday, Oct 30th by 11:59pm. (CO5)(COG8)



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			<ul style="list-style-type: none">Text page 237. Discussion questions 1 & 2 submit via blackboard.
	Nov 1 Class 10	Managing Materials Guest Lecturer: Laurie Durham, Materials Management Director, Newton Medical Ctr. *Supply Expense at the Department Level	<u>Readings:</u> 1. Chapter 10 2. Homework #6: Due Sunday, Nov 6th by 11:59pm (CO3)(COG3) a. Inventory Valuation Self Quiz Problem page 254
	Nov 8 Class 11	Part IV Resource Allocation Strategic & Operational Planning 1/3 class Critical Analysis Report Presentations	<u>Readings:</u> 1. Chapter 11
	Nov 15 Class 12	Budgeting *Budgeting at the Department Level Group Operating Budget Activity (CO8) (COG9)	<u>Readings:</u> 1. Chapter 12
	Nov 21	Graduate Budgeting Assignment Due by 11:59PM	(COG9)
	Nov 22 Class 13	Capital Budgeting *How to Justify Capital at the Department Level Group Activity: Prioritizing Capital for our hospital (CO8) (COG9)	<u>Readings:</u> 1. Chapters 13 2. Payne, Christopher. "Capital Ideas for Healthcare in 2015." Healthcare Financial Management May2015, Vol. 69 Issue 5, p64-71. 3. Homework #7: Due Sunday, November 27th by 11:59pm (CO4)(COG4) a. Payback Period Self quiz page 318
	Nov 29 Class 14	Part V Financial Analysis Financial Analysis & Management Reporting *Analyzing Department Financials	<u>Readings:</u> 1. Chapters 14 2. Homework #8: Due Sunday, Dec. 4th by 11:59pm (CO6 & 7)(COG4) a. Ratio Analysis Self Quiz Problems – Page 353
	Dec 6	Part VI: Healthcare Reform: Past, Present &	<u>Readings:</u>



	Class 15	Future Future Trends *Department Financial Quiz (CO6)(COG5) Exam Review	1. Chapter 15
	Dec 5th	Financial Health of a Hospital due at 11:59pm	5 Extra Credit points given if turned in by November 28 th at 11:59PM
	Dec 7-13 Class 16	FINAL EXAM	Final Exam provided via blackboard (CO1,2,3,4,5,6,7,8) (COG1,2,3,4,6,8,9)
Inclusive Excellence	Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.		



Appendix A: HMCD 642

CRITICAL ANALYSIS REPORT: The written report is due Sunday October 9th at 11:59pm (CO1)(COG1)

A. Introduction:

A critical analysis report is a thorough review of a written work and a personal reaction to this analysis. Experience in making critiques of written works is required for the following reasons:

1. Extensive critical reading helps the student achieve a more comprehensive understanding of the concepts included in the course.
2. Critical analysis of what is read aids one in becoming a more discerning consumer of the literature in the field.
3. Evaluations of what is read assist the student in the comprehension of the implications of the reading content of his particular course of interest and concerns.
4. The written critique helps the student develop the art of effective communication.
5. The analysis helps the student develop appropriate reference citations for professional opinions on health care issues.
6. Would it serve as a sound reference source for others in health services administration?

B. General Requirements:

Each student is required to review one (1) article from a professional health related journal. The article must focus on relevant aspects of Healthcare Finance and Planning. Article must be published within last 3 years.

C. Guidelines for Review Format:

1. All papers are to be typed and double spaced. The paper is to be clear and concise; does not contain errors in spelling, punctuation, or syntax.
2. All papers are to be submitted on time to meet specific due date.
3. At the top of the first page, and on a 3x5 inch index card, the following information must be provided using the listed headings in sequence:
 - a. Applicable General Topic:
 - b. Title of Article:
 - c. Authors Name:
 - d. Name of Journal:
 - e. Date of Journal:
 - f. Volume:
 - g. Number:
 - h. Pages (on which article appears):
 - i. Publisher of Journal

NOTE: A copy of the article must be submitted with the written report
4. Synopsis and Summary:
100-200 word description of the articles basic content.
5. General Theme:



A brief statement about what you felt was the author's general theme of the article.

6. Point of View:
A brief statement about what you felt concerning the author's point of view. Was the presentation objective and factual or was the presentation subjective and lacking of facts? Explain your opinion.
7. Issue Analysis:
Provide a list of the issues presented in the article.
8. Conclusions and Recommendations:
List of author's conclusions and/or recommendations.
9. Agreement or Disagreement:
Based on the author's conclusions and/or recommendations, do you agree or disagree; provide a brief justification regarding your opinion concerning your agreements and disagreements.
10. Professional Projections:
A 50-75 word statement on what you learned from the article and how you may apply this experience (negative or positive) in your professional future career.

D. Guide to Grading of the Critical Analysis Report:

The critique will be graded on the following:

- b. Appropriate article
- c. Identifying information on first page and 3x5 index cards
- d. Synopsis and Summary
- e. General theme stated
- f. Point of view stated
- g. Issue analysis stated
- h. Conclusions and recommendation stated
- i. Agreement or disagreement stated
- j. Professional projections stated

NOTE: Submit copy of journal article with your report

E. Specific Requirements:

Articles selected must be from respected journals.

F. Penalties:

1. Failure to submit reviews on specific due dates may result in the deduction of one full grade for each successive class period that the review is not submitted.
2. Special circumstances requiring an extension of the due dates will be handled on an individual basis via written justification explanation and/or request stating the particulars and forwarded to the instructor for approval and appropriate determination.



Appendix B: HMCD 642

Financial Health of a Hospital: This report is due Monday, December 5th at 11:59pm. 5 Extra Credit points if turned in by November 28th (CO6) (COG5)

Each student is responsible to research and find one (1) hospital's financial records on line (helpful to search hospital financial statements or hospital finance packet) and complete the ratio analysis. This will also require a short synopsis of the size and location of the hospital and the perception of the financial health of the organization. May use audited or unaudited financial reports. It is best you choose an individual hospital or very small system rather than a large hospital system/organization (example: HCA, Lifepoint, Community Health Systems etc.)

The analysis needs to be performed on hospital financials that are not over 5 years old. The following ratios will be performed and interpreted to determine a simple analysis of whether the hospital is in excellent health, adequate health, or poor health. Although it is not expected you go into a great detailed analysis, from our discussions in class, you should know when a ratio presents a positive, negative or neutral impression. You should utilize the Optum Medians 2012 shown on page 339 in your text as a reference. Most of the details you'll need to perform the analysis will be within the financials of the organization. If you do not have all of the details needed, identify this in your report.

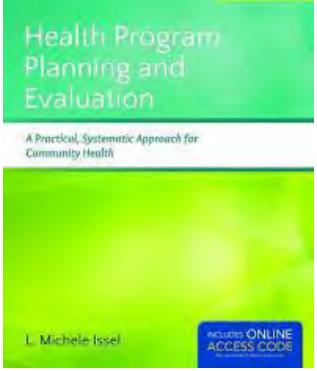
- Current Ratio
- Collection Period Ratio
- Days Cash on Hand, all sources Ratio
- Average payment period Ratio
- Operating Margin (%) Ratio
- Total Margin (%) Ratio
- Return on net Assets (%) Ratio
- Age of Plant Ratio
- Total Asset Turnover Ratio
- Fixed Asset Turnover Ratio
- Current Asset Turnover Ratio
- Net assets financing Ratio
- Cash flow to debt Ratio

Details to share about the HCO you're presenting include: Size, location, ownership (for profit/NFP/Gov) and any specialty issues – like a leader in orthopedics in the area or cardiac care. Indicate if the organization has won awards, is a leader in its community or



other pertinent pieces of information you will see on the organization's website. You will need to document where you found your information including links to the financials and the organization's website. **It is expected that you show the following on your submitted report: description of hospital, ratio analysis with comparison to previous years and Optum medians benchmark and a conclusion based upon your analysis of the financial health of the hospital.** See Rubric provided on blackboard.



Syllabus	HMCD 644 – Program Planning and Evaluation Fall 2015 (CRN15678)
Meeting	Tuesdays 7:05 – 9:45 Room 110A Ahlberg Hall
Instructor Information	<p>Instructor: Amy Drassen Ham Department: Public Health Sciences Phone: 316-978-5644 Fax: 316-978-3025 Office: 135B AH Office Hours: Tuesdays and Wednesdays 1:00 – 3:00, and by appointment email: amy.ham@wichita.edu</p>
How to Use This Syllabus	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes made to this course will be communicated through the WSU Blackboard system and/or announced at in-person class sessions.
Required Readings	 <p>The image shows the front cover of the textbook 'Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health' by L. Michele Issel. The cover is green and yellow, with the title and author's name clearly visible. A small blue box at the bottom right corner indicates 'INCLUDES ONLINE ACCESS CODE'.</p> <p><i>Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health</i> ISBN: 978-1-284-02104-2 Selected readings, links and film content available through Blackboard</p>
Course Description	Program Planning & Development introduces students to the planning, development and evaluation of health programs through the use of lecture, group projects and individual presentations. Students will familiarize themselves with a variety of approaches available in the field



Learning Outcomes	<p>of program planning. The course will emphasize the application of this material to the development of a program plan.</p> <p>Through the format and content of this course, students will be able to:</p> <ul style="list-style-type: none">LO 1 Use data to define a community health problemLO 2 Outline the elements of a public health intervention programLO 3 Critically review scientific literature on the defined problemLO 4 Understand the role of theory and apply theories and conceptual models to program planning and evaluationLO 5 Write clear program goals and objectivesLO 6 Develop a logic model for public health interventionLO 7 Design a program consistent with objectives and logic modelLO 8 Develop a program budget and timelineLO 9 Develop an evaluation planLO 10 Communicate the health program orally and in writing <p>Additional Graduate Learning Outcomes:</p> <ul style="list-style-type: none">LO 11 Adapt program plan for a community organizationLO 12 Generate request for proposal for actual funding entity
Public Health Sciences HSMCD & HS Learning Outcomes	<p>The Department of Public Health Sciences established the following five learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 325 course content targets outcomes two, four and six below:</p> <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Assignment of Credit Hours	<p>Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week for a total of 135 hours). This is a hybrid course and students will spend in class in lecture and out of class through online instruction. Please see course schedule for specific information. Students may spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities may include, but are not limited to reading, writing, studying, research, and working on group projects.</p>



Course Format

This course is organized around five (5) culminating assignments. All written assignments and projects must be completed for course fulfillment. The course grade will be determined as follows:

Needs Assessment	= 20%
Literature Review	= 20%
Goals, Objectives & Action Peer Review	= 10%
Program Plan	= 30%
Final Project & Presentation	= 20%

Undergraduate students in the course will complete each assignment from a mock RFP as a group or team and **Graduate Students** will complete independent project and seeking funding for an actual project or activity in the community.

In all instances, keep a copy of your submissions for your files in case of loss. All course assignments and exam grades will be posted to Blackboard. Grades cannot be given over the phone or by e-mail. Skipping any assignment, regardless of its point value, results in an incomplete for the course. **All** assignments must be completed by assigned due dates for course fulfillment. Final course grades will be based on the following +/- point scale:

Letter grade	Grade Points	Interpretation
A	4.00	<i>The A range denotes excellent performance.</i>
A-	3.70	
B+	3.30	
B	3.00	<i>The B range denotes good performance.</i>
B-	2.70	
C+	2.30	
C	2.00	<i>The C range denotes satisfactory performance.</i>
C-	1.70	
D+	1.30	



	D	1.00	The D range denotes unsatisfactory performance.	
	D-	0.70		
	F	0.00	F denotes failing performance.	
Important Academic Dates		Event	Date	
	Weekday Classes begin		August 22	
	Mid-semester point		October 12	
	Spring Break begins		October 15	
	Spring Break ends		October 18	
	Thanksgiving Break		November 23 -27	
	Fall Classes end		December 8	
	Study Day		December 9	
	Final Exams		December 10 - 15	
Course Project	Undergraduate students will work in teams with three to four peers and graduate students will work independently. Students will develop a plan to implement and evaluate a public health intervention to address a health need among a defined community. The course assignments will build from one another. Final projects and accompanying paper will include revisions from these assignments. Projects must be outlined in sufficient detail so that the program can be implemented with interventions supported by theory. When possible, time <i>may</i> be given in class for groups to meet.			
Assignments	Needs Assessment <i>The purpose of the needs assessment is to clearly define the public health problem and to describe the population.</i> The needs assessment is a quantitative and qualitative method of collecting and reporting data to understand health within a specific population. The assessment must include information on risk factors and epidemiological measures of health, social determinants of health, and information on essential public health services accessible for the population. The needs assessment forms the backbone of the decision-making and prioritization of the group project for health improvement and will be evaluated using the following rubric:			
	Dimension	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations



		<u>Full Credit (20 points)</u>	<u>Partial Credit (14 - 19 points)</u>	<u>Limited Credit (0-13 points)</u>
	Content	Thorough, clear and concise description for all components of needs assessment Clarity of ideas, well thought-out and logical Content supported by evidence	Sufficient description for all components of needs assessment Ideas show evidence of clarity, responses adequately address requirements Content show some evidence	Major omissions in description of either demographics, target population, rationale for program social and environmental factors, health behaviors or disease indicators Ideas show minimal to no clarity with little evidence of logical thought and effort Material presented is surface-level and lacks depth or evidence
	Organization	Assessment well organized using subheadings	Assessment suitably organized considering the contents of the selected targets	Assessment minimally organized and writing difficult to follow throughout
	Mechanics	No grammatical, spelling or punctuation errors Transitional phrases used to guide the reader throughout the text	Occasional grammatical, spelling and/or punctuation error did not distract the reader	Many grammatical, spelling and/or punctuation errors that distracted reader from the content of the writing

Literature Review

The purpose of the literature review is to clearly define the theoretical basis for the selected intervention. The literature review is a research method for searching for specific perspectives critical to addressing the health improvement plan. Students will critically evaluate peer-reviewed, academic literature sources for those programs to have addressed the specific health outcomes to understand the viewpoint of other experts and scholars who have researched the topic. Additionally, students will seek to learn about specific models demonstrated BEST at addressing the health outcome. Students must base their reviews on a minimum of 15 cited articles in no fewer than five typed



pages based on the following grading rubric:

Dimension	Exceeds Expectations Full Credit (20 points)	Meets Expectations Partial Credit (14-19 points)	Does Not Meet Expectations Limited Credit (0 -13 points)
Content	Inquiry well established in broader context of public health	Inquiry established in the context of public health	Inquiry not established in the context of public health
	A minimum of 15 articles selected and each specifically relates to the inquiry	A minimum of 10 articles selected and related to the inquiry	Fewer than five articles selected; some minimally related to the question
	Findings of articles, best practices and theory models thoughtfully compared, contrasted and/or connected to each other	Finding of articles, best practices and theory models were compared, contrasted and/or connected to each other	Findings of articles were mentioned with little and or no comparison or connection to each other
	Conclusion of review summarized knowledge found and related knowledge to the question	Conclusion of review summarized knowledge found from this review	Conclusion of review did not summarize knowledge found from this review
	Primary theoretical model and best practice intervention described	Primary theoretical model and/or best practice intervention described	Neither theory nor best practices described
	References cited using correct format	References listed	References not listed
Organization	Review well organized using subheadings	Review suitably organized considering the contents of the selected articles	Review minimally organized and writing difficult to follow throughout
Mechanics	No grammatical, spelling or punctuation errors Transitional phrases used to guide the reader throughout the text	Occasional grammatical, spelling and/or punctuation error did not distract the reader	Many grammatical, spelling and/or punctuation errors that distracted reader from the content of the writing



Peer Review of Goal, Objectives & Action Plan

Each program plan will include a program goal, a minimum of five program objectives, and related program activities. *The purpose of the Goal, Objectives & Action Plan is to clearly define the measureable outcomes and supportive activities students wish to achieve from implementation of their plan. The purpose of peer review is for students to simulate outside review of plan activities.* Students will share their Goal, Objectives & Action Plans with class peers for evaluation based on the following rubric:

Dimension	Exceeds Expectations Full Credit (10 points)	Meets Expectations Partial Credit (7 – 9 points)	Does Not Meet Expectations Limited Credit (0 – 6 points)
Program Goal	Goal statement clearly defines the intended purpose and outcome of the program	Goal statement defines the purpose of the program	Goal statement vaguely defines purpose of the program
Program Objectives	Five or more SMART objectives Objectives precisely and clearly define process, impact and outcome measures Objectives precisely and clearly describe what targets will gain from participation	Fewer than five objectives, some of which are SMART Objectives define process, impact and outcome measures Objectives mostly describe what population will gain by completing the intervention	Fewer than five objectives without defined outcomes Objectives do not define how successful intervention can be measured
Action Plan Alignments	Actionable activities directly relate to program objectives Target population appropriate Activities educationally appropriate for desired outcome Activities promote achievement of the stated objectives	Most activities support program objectives Target population appropriate Some activities educationally appropriate for stated outcomes Activities contribute to objectives	Activities are not related to program objectives Activities do not match population needs Educational methods inappropriate Activities do not support



			objectives
<u>Program Plan</u>			
<p>The program plan will include detailed description of the intervention, logic model, goals, objectives and activities, budget and timeline. The budget must include description of resources, a brief description of the personnel and their roles, and materials needed for the program. <i>The purpose of the Program Plan is to provide detailed written documentation of the program intervention.</i> Program plans will be edited and returned to students for Final Written Project improvement and submission. Program plans will be evaluated based on the following rubric:</p>			
Dimension	Exceeds Expectations Full Credit (30 points)	Meets Expectations Partial Credit (21-29 points)	Does Not Meet Expectations Limited Credit (0 – 20 points)
Introduction	Rationale and magnitude of problem addressed and clearly stated Public health relevance of program clearly specified	Rationale and problem reasonable well described Explanation or relevance somewhat faulty or limited	Rationale and problem not well described or confusing Explanation of relevance is superficial, faulty or missing
Stakeholders	Relevant stakeholders clearly identified and their inclusion explained Plan for engaging stakeholders described	Major stakeholders included, but not all are relevant Engagement not extensively described	Confusion or uncertainty in choice of stakeholders Minimal or incomplete description of engagement
Program Description	All key items are addressed and descriptions are complete <ul style="list-style-type: none">• Program purpose• Needs assessment• Intervention• Logic model• Goals and objectives• Program activities	All key items addressed and descriptions mostly complete	Not all key items addressed or are incomplete or faulty



<ul style="list-style-type: none">Budget and timeline				
Methods	<p>Intervention methods clearly described with clear theoretical rationale</p> <p>Methods clearly linked with outcomes</p>	<p>Intervention methods reasonably described</p> <p>Methods linked with outcomes</p>	<p>Interventions are incomplete or faulty</p> <p>Methods have inadequacies or do not link to outcomes</p>	
Budget and Timeline	<p>Budget and timeline are appropriate for the scope of intervention</p> <p>All items correctly accounted and categorized with accompanying narrative descriptions</p>	<p>Budget and timeline are mostly appropriate for the scope of intervention</p> <p>Most items correctly accounted and categorized with accompanying narrative descriptions</p>	<p>Budget and timeline not appropriate for scope of intervention</p> <p>Items incorrectly accounted and/or categorized</p> <p>Narrative descriptions omitted</p>	
Mechanics	<p>No grammatical, spelling or punctuation errors</p> <p>Transitional phrases used to guide the reader throughout the text</p>	<p>Occasional grammatical, spelling and/or punctuation error did not distract the reader</p>	<p>Many grammatical, spelling and/or punctuation errors that distracted reader from the content of the writing</p>	

Final Written Project & Presentation

The final written project will include all content above with the addition of the evaluation plan, a discussion of sustainability, an amended program timeline and budget for program. *The purpose of the final project is to provide students an opportunity to apply all course content to the development of a comprehensive intervention and its evaluation.* The final written project must include all edited elements of the program plan and description of the type of evaluation that would be needed including evaluation questions to be addressed, identification of the evaluation design, and plan for data collection. Students will present their projects during the final week of the class in a professional and informative format of their choice (as if delivering a presentation to request funding). Final Written Projects and Presentations will be evaluated using the following rubric:

Dimension	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
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		Full Credit (20 points)	Partial Credit (14-19 points)	Limited Credit (0 – 13 points)
	Program Plan	<p>All key <i>edited</i> items are addressed and descriptions are complete</p> <ul style="list-style-type: none">• Program purpose• Needs assessment• Intervention• Logic model• Goals and objectives• Program activities• Budget and timeline• Evaluation plan <p>All elements are clearly addressed, well-conceived and thoroughly developed</p> <p>Documentation and required information is specific</p>	<p>All key items addressed and descriptions mostly complete</p> <p>Elements are addressed with necessary detail</p> <p>Most documentation and required information is specific and sufficient</p> <p>Some necessary detail and/or support omitted</p>	<p>Not all key items addressed or are incomplete or faulty</p> <p>Some elements not addressed</p> <p>Some documentation and information missing</p> <p>Weaknesses identified likely to have substantial effect on project</p>
	Evaluation Focus	<p>Evaluation purpose clearly defined and key questions listed</p> <p>Use of findings clearly defined (who will use them and how they will be used)</p>	<p>Evaluation purpose and key questions reasonably complete</p> <p>Use of finding somewhat defined</p>	<p>Purpose and key questions not addressed or described</p> <p>Use of findings not described</p>
	Evaluation Design	Evaluation design clearly specified	<p>Evaluation design described, but not always clearly specified</p>	<p>Evaluation design not described</p> <p>Design is inappropriate and</p>



		Design clearly supports answering evaluation questions Limitations clearly described	Design allows for answering some evaluation questions Limitations described, but not complete	does not answer evaluation questions Limitations not addressed or are erroneous
Logistics	Evaluation data sources are clearly specified and rationale for inclusion is sound Sampling size is appropriate Data collection techniques clear	Data source are specified, but room for improvement Sampling size is appropriate Data collection techniques are reasonably well described and should provide adequate response	Many data sources are specified but many are limited Sampling methods unsound or faulty Data collection techniques are vague or likely to produce disappointing results	
Analysis/Interpretation	Methods for analyzing data are clear and appropriate	Methods are reasonable	Methods are basic or missing	
Mechanics	No grammatical, spelling or punctuation errors Transitional phrases used to guide the reader throughout the text	Occasional grammatical, spelling and/or punctuation error did not distract the reader	Many grammatical, spelling and/or punctuation errors that distracted reader from the content of the writing	
Presentation	Presentation logical and easy to follow Demonstration of knowledge by answering all questions Provides clear purpose with	Presentation reasonably organized Answers questions without elaboration Somewhat clear purpose,	Disorganized presentation, lack of preparation Limited grasp of information and cannot answer questions about program	



		supportive evidence	includes some data or supportive evidence for program	Unclear subject and purpose without support for ideas or program
Technology	<u>Blackboard</u> <p>This is a hybrid, Blackboard enhanced course, therefore, students are expected to have CONTINUED and RELIABLE access to the Internet throughout the course. You can use your own computer, a friend's computer, one at work, one at public library or one on the WSU campus. Students must also need to be persistent and diligent in checking emails and posted assignments. The Blackboard system also will be used for the delivery of some course materials, to administrate examinations, and to post all homework assignments and the final examination. Students are required to review Blackboard for ancillary reading assignments and must be prepared to thoughtfully discuss the posted materials. Posted materials may consist of Internet sites, streaming film content, PDF files, and MS-Word files.</p> <u>Minimum Technological Expectations</u> <p>The following minimal computer skills are expected responsibilities of all students who enroll and participate in this course:</p> <ul style="list-style-type: none">• Setting font size and type• Setting margins• Setting line spacing• Creating headers and footers• Inserting tables• Italicizing• Inserting page numbers in a header• Centering text; right and left justification• Sending and receiving email with attachments• Accessing the Internet• Opening Internet files• Downloading applications• Using PowerPoint			
Participation and Conduct	Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well.			



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I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are expected to adhere to the following behaviors:

- Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the [wichita.edu](#) system. For help with forwarding email from the [wichita.edu](#) system, please contact the WSU Help Desk at 978-4357.
- Sign all email correspondences with both first and last name.
- Write "HMCD 643" in the subject line of all email correspondences.
- Expect up to a 48 hour delay, excluding weekends, for response to email correspondences that conform to the above mentioned expectations.
- Adherence to general netiquette standards (see [The Core Rules of Netiquette](#)) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind *may* receive expulsion and an automatic F for the course.
- Write your first and last name on all assignments (on the paper itself).
- Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).
- Proper [parenthetical in-text citation](#) is expected as necessary.
- Attach any files as a "2003-2007" document in MSWord format.
- Remember to hit the "Submit" button on any materials you send to the instructor.
- Report technical difficulty immediately so that we may work to resolve the issue promptly
- Don't panic if the Blackboard system is down. Contact your instructor **only** after you first have contacted WSU OneStop.
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
- Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.
- Don't fall behind and then expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
- Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to



- text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).
- Use the Shocker Alert System to be contacted by WSU through email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy.

Disability Services	<p>Recording devices are not allowed. If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316) 854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.</p>
Counseling and Testing	<p>The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.</p>
Intellectual Property and Copyright Notice	<p>Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.</p> <p>Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are copyrighted and may not be used without permission. Video and audio recording of lectures without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings and lecture materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.</p>
Course Schedule	<p style="text-align: center;">Tentative Schedule</p>



Date	Module Topics and Objectives	Module Assignments
Module 1 Aug 18	<p>Course Introduction</p> <ul style="list-style-type: none">• Review syllabus and course expectations• Get to know your fellow classmates through student introductions <p>Approaches to Program Planning</p> <ul style="list-style-type: none">• Discover key components of a program plan• Recognize basic process for program planning	<ul style="list-style-type: none">• Text Chapter 1• Text Chapter 2
Module 2 Aug 25	<p>Identifying Population Needs</p> <ul style="list-style-type: none">• Differentiate process for prioritizing population needs <p>Methods & Sources of Data</p> <ul style="list-style-type: none">• Select appropriate population health measures<ul style="list-style-type: none">○ Guest: Aaron Bowen, Reference Librarian <p>Obtaining Support from the Population</p> <ul style="list-style-type: none">• Explore ethical issues in program planning• Recognize importance of community engagement in planning	<ul style="list-style-type: none">• Text Chapter 5• Community Tool Box: Assessing Community Needs
Sept 1	<p>Group Work Day</p> <p>Defining the Community Problem</p> <ul style="list-style-type: none">• Select your population• Organize undergraduate teams	
Module 3 Sept 8	<p>Health Program Planning Models</p> <ul style="list-style-type: none">• Discuss various planning models <p>Needs Assessments</p> <ul style="list-style-type: none">• Compare needs assessment models• Categorize behavior and environmental factors• Prioritize behavioral and environmental	<ul style="list-style-type: none">• Text Chapter 3• Text Chapter 4• Community Tool Box: Assessing Community Needs• Community Tool Box: Analyzing Problems and Goals



precursors to health			
Module 4 Sept 15	Theories of Health Promotion <ul style="list-style-type: none">• Review social and behavioral health theories Applying Evidence to Program Design <ul style="list-style-type: none">• Discover how theory can guide intervention Reviewing the Literature <ul style="list-style-type: none">• Identify conceptual models addressing causal factors<ul style="list-style-type: none">○ Guest: Aaron Bowen, Reference Librarian	<ul style="list-style-type: none">• Text Chapter 6• Browse: National Cancer Institute (U.S.). (1995). <i>Theory at a glance: A guide for health promotion practice</i>. Bethesda, Md.: U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Cancer Institute.• Community Tool Box: Developing a Framework or Model of Change• Needs Assessment Due LO 1, LO 2	
Sept 22	Group Work Day Literature Review <ul style="list-style-type: none">• Survey literature for evidence• Discriminate best theoretical approaches		
Module 5 Sept 29	Intervention Methods & Design <ul style="list-style-type: none">• Explore evidence-based interventions• Identify strategies to match interventions to defined needs Educational Activities & Strategies <ul style="list-style-type: none">• Explore educational methods for various targets• Select educational activities Logic Models <ul style="list-style-type: none">• Explore logic model components and examples• Construct logic model for program	<ul style="list-style-type: none">• Community Tool Box: Developing a Framework or Model of Change• Community Tool Box: Developing an Intervention• Literature Review Due LO 3, LO 4	
Module 6 Oct 6	Goals & Objectives <ul style="list-style-type: none">• Examine goal and objective writing framework Action Planning <ul style="list-style-type: none">• Identify strategies to meet goals and objectives	<ul style="list-style-type: none">• Text Chapter 7• Text Chapter 8• Community Tool Box: Developing Strategic and Action Plans	



		Program Implementation <ul style="list-style-type: none">• Explore models for implementation	
	Oct 13	No Class – WSU Fall Break	
	Oct 20	Group Work Day Goals, Objectives & Action Plan <ul style="list-style-type: none">• Write preliminary goals and objectives• Formulate action steps• Select implementation plan	
	Module 7 Oct 27	Budgets <ul style="list-style-type: none">• Discuss components of a budget• Explore issues of program management Timelines <ul style="list-style-type: none">• Recognize importance of implementation fidelity Program Funding <ul style="list-style-type: none">• Explore sources for funding• Identify components of an RFP Peer Review of Goal, Objective & Action Plan	<ul style="list-style-type: none">• Text Chapter 9• Community Tool Box: Writing a Grant Application for Funding• Goal, Objectives & Action Plan Preview Due LO 5
	Module 8 Nov 3	Program Evaluation <ul style="list-style-type: none">• Investigate evaluation designs• Explore ethical concerns in evaluation• Operationalize process evaluation• Identify methods and measures for impact evaluation• Identify methods and measures for outcome evaluation	<ul style="list-style-type: none">• Text Chapter 10• Text Chapter 12• Text Chapter 13• Community Tool Box: Evaluating the Initiative
	Module 9 Nov 10	Budget, Timeline & Evaluation <ul style="list-style-type: none">• Create budget and timeline• Prepare preliminary evaluation plan	

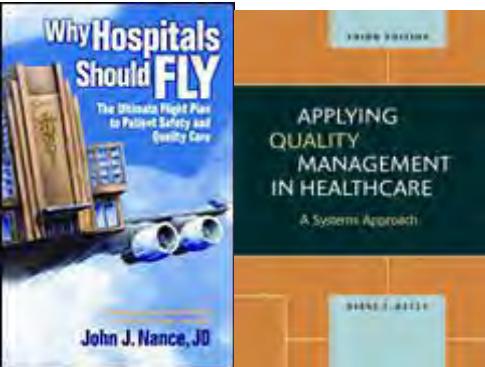


	Module 10 Nov 17	Performance Evaluation <ul style="list-style-type: none">• Examine importance of performance measures• Guest: Sonia Armbruster, WSU CCSR Program Sustainability <ul style="list-style-type: none">• Explore financial and non-financial methods for sustaining program progress	<ul style="list-style-type: none">• Text Chapter 17• Community Tool Box: Sustaining the Work of Initiative• Program Plan Due LO 6, LO 7, LO 8, LO 12
	Nov 24	Final Group Work Day Evaluation Plan, Sustainability Plan & Presentation <ul style="list-style-type: none">• Finalize evaluation plan• Prepare sustainability plan• Plan presentation	
	Module 11 Dec 1	Final In-Class Presentations <ul style="list-style-type: none">• Present request• Evaluate peers	<ul style="list-style-type: none">• Final Written Projects Due LO 9, LO 10, LO 11
Title IX	Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: http://www.wichita.edu/thisis/home/?u=titleixf		
Inclusive Excellence	Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.		



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Syllabus	HMCD-648 – Concepts of Quality in Healthcare Fall 2016
Meeting	Tuesdays 4:30pm – 6:50pm – Ahlberg Hall Classroom 110A
	This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.
Instructor Information	<p>Instructor: Debbi Lehner, FACHE, MBA Office: AH 106B Office Phone: 316-978-5641 Cell Phone: 907-209-3892 Office Hours: Tuesday, Wednesday & Thursday 3:30pm-4:30pm and by appointment. It is recommended you contact me prior to our meeting to confirm availability. Email: debbi.lehner@wichita.edu This is the best way to reach me!!!</p>
Required Readings	<p>There are two required texts: Applying Quality Management in Healthcare: A Systems Approach, Third Edition, by Diane L. Kelly and Why Hospitals Should Fly: The Ultimate Flight Plan to Patient Safety and Quality Care, by John J. Nance, JD.</p>  <p>It is recommended that you bring the primary textbook to class each week and that you utilize the resources within it.</p> <p>Journal articles and other readings: The journal readings are intended to familiarize you with some of the key journals in our field; to emphasize, add depth to, and explore real-world applications of fundamentals covered in the text and lectures; and to</p>



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	<p>provide stimuli for discussion. You will have the opportunity to sign up during the first class to present one (1) article during the course of the semester. Your summary should be fairly succinct. You may access the journals through the WSU library online Electronic Resources E-journal unless otherwise noted. To access the journal articles through WSU: from WSU home page, go to WSU Libraries, select e-Journals, type in the name of the journal, select a search engine that offers the dates of the journal issue you are searching for, select the issue date, open the issue and select the article you are looking for. There are numerous other ways to find a specific journal article.</p> <p>Reading journal articles is a learned skill. Some students have found the following hints to be useful in developing this skill:</p> <ol style="list-style-type: none">1. Read the abstract (or summary) first if one is available.2. Skim the entire article.3. Ask yourself<ol style="list-style-type: none">a. What is the main point of the article?b. How does this article relate to the text and/or classroom discussion?c. Why would this article be included as required reading?d. Is there anything controversial in the article?e. Can I summarize this article in a few sentences?
Course Description	This course addresses quality management in health services organizations, with a focus on a systemic approach to meet the Institute of Medicine's aim to provide care that is safe, effective, patient-centered, timely, efficient and equitable. The history and current status of quality management initiatives, as well as the role of quality in organizational strategic management are presented. Students learn the role of quality from theory to application in a broad base of organizational settings.
Course Objectives	<p>Upon satisfactory completion of this course, students at the <u>undergraduate level</u> will be able to:</p> <ol style="list-style-type: none">1. Apply the basic elements of a definition of quality (CO1)2. Analyze the relationship between quantity, cost, risk and quality (CO2)3. Evaluate the difference between the providers' and clients' definitions of quality (CO3)4. Apply and assess quality of care using the broad conceptual quality model of structure, process and outcome (CO4)5. Evaluate the role of policy affecting quality in healthcare organizations. (CO5) <p>Upon satisfactory completion of this course, students at the <u>graduate level</u> will be able to:</p> <ol style="list-style-type: none">1. Distinguish the key aspects of a systemic approach to quality within a health care organization (COM1)



	<ol style="list-style-type: none">2. Examine how quality is currently measured within a Healthcare Organization (COM2)3. Appraise the instrumental literature regarding quality in US health organizations and how they have stimulated the quality movement (COM3)4. Recommend a program/path to improve a component of quality improvement within a healthcare organization (COM4)
Public Health Sciences HSMCD & HS Learning Outcomes	<p>The Department of Public Health Sciences established the following six learning outcomes for students who complete the Health Services Management and Community Development (HSMCD) or Health Sciences (HS) baccalaureate degrees. HMCD 648 course content targets outcome three below:</p> <ol style="list-style-type: none">1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge3. Demonstrate an understanding of health leadership, management, and policy using systems thinking4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning6. Exhibit oral and written communication skills for diverse populations and environments
Assignment of Credit Hours	<p>Success in this three credit hour hybrid course is based on the expectation that students will spend a minimum of 45 hours over the length of the course for in-person and online instruction. Preparation, studying, and fieldwork for the course will involve an additional minimum of 90 hours over the length of the course. Students will spend time attending class, working online, participating in asynchronous activities, and other out-of-class work. Outside class-work activities include, but are not limited to reading, writing, studying, research, and completing critiques.</p>
Course Format	<p>Each class meeting will include both lecture and student participation. You are expected to have read the assigned chapters in the text and the assigned journal readings prior to class. As time permits, we will discuss the Homework Assignments, other cases and the assigned journal articles. Classes will include discussion of controversial topics and current events in health care. All views will be respected and included in discussion.</p> <p>Blackboard</p> <p>This course is Blackboard enhanced and you should visit the Blackboard site for this course regularly and frequently. Slides used in classroom presentations will be posted in advance of class, although from time to time they may be revised right up to class time. Any schedule changes and/or readings changes will be posted on Blackboard throughout the semester. Current events may pop up as quizzes in the discussion section, so check often.</p> <p>Testing and Grading</p>



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There will be three exams as shown below. If a student misses an exam, a make-up may be granted at the instructor's discretion. Make-up exams will consist of the instructor's choice of format.

For undergraduate credit, grades will be weighted as follows:

- 15% First exam
- 15% Second exam
- 20% Final exam
- 15% Applied analysis paper
- 10% Reflection paper/book review: **Why Hospitals Should Fly**
- 5% Reflection Paper – The Doctor
- 5% Class participation, Attendance, Article Presentation
- 5% Homework Assignments
- 10% Book Review

All assignments must be completed for course fulfillment. Grades cannot be given over the phone or by e-mail.

Final course grades will be based on the following scale:

93-100A	4.0	80-82	B-	2.7	67-69	D+	1.3	
90-92	A-	3.7	77-79	C+	2.3	63-66	D	1.0
87-89	B+	3.3	73-76	C	2.0	60-62	D-	0.7
83-86	B	3.0	70-72	C-	1.7	0-59	F	0.0

Assignments

Homework Assignments:

Several of the chapters include brief homework assignments, successful completion of which constitutes 5% of your course grade. Grading will be based on your critical thinking, not on whether your answer is right or wrong. In order for you to receive credit for the homework assignment, the assignment must be submitted via Blackboard prior to the start of class.

Applied Analysis Paper: (CO1,4,5)

Each student will write a 6-8 page paper pertaining to health care quality management. **It is expected that you cite your references throughout your paper.** Papers that do not include cited references will be graded accordingly. **(Graduate students have different requirements. Please see “FOR GRADUATE STUDENTS” section below)**

- Topics may be chosen from the list at the end of the syllabus, but must focus on an area of quality in the hospital



environment

Grading: Papers will be graded on the basis of breadth and depth of research, subsequent understanding and critical analysis of the subject, and written presentation of your work. Your paper will be graded in part based on the validity/legitimacy of the reference sources you select. Peer-reviewed journals are generally the gold-standard of references. Web sites may provide useful information, but data must be carefully evaluated for legitimacy as anyone can post anything on a web site. The paper must be your own original work and anything taken from another source, including a fact or concept, must be properly cited. Submitting work from a previous course is not acceptable, although you may cite your own paper.

Bibliography: All papers must include a bibliography, which must be in a recognized format, either APA or MLA. You are encouraged to talk with me about your proposed references and bibliography.

Dates: Papers are due on **October 30th at 11:59pm**. Five points will be deducted for each day late. You are welcomed to submit your paper early.

Book Review: (CO4)

Students must read and report on **one** of the books listed in the Healthcare Quality related books on Blackboard. Please submit a 3-5 page summary/analysis/critique through Safe Assignment. Please be sure that your report reflects your personal summary/analysis/critique and not the content of a published book summary. Book reports are due **November 27th at 11:59pm**. If you choose to do one **additional report for extra credit**, each subsequent book report will be worth up to 5 points added to your final exam grade and must be submitted no later than one week prior to the final exam. A book review submitted for this course will not be accepted if it has been submitted for credit in another course.

Safe Assignment: All papers and assignments must be submitted through Safe Assignment, a plagiarism detection system. Be sure you know how to submit a paper through Safe Assignment before the last minute. In all instances, keep a copy of your submissions for your files in case of loss.

FOR GRADUATE STUDENTS:

Students taking the course for graduate credit have additional requirements for graduate credit.

Students taking this course for graduate credit have **two** additional requirements.



1. **Two Book Reviews:** Two book reviews are required. Each requires a written summary/analysis of 3-5 pages submitted through Safe Assignment.

The first book will be assigned from the following reports published by the Institute of Medicine. All are available for free reading/copying at the Institute of Medicine web site [IOM Website](#). You will be requested to present a brief report to the class in conjunction with others assigned this book. A date for this oral report will be assigned during the initial class meeting. (**COM3 & 4)**

- To Err Is Human, published 2000
- Crossing the Quality Chasm, published 2001
- Best Care at Lower Cost, published 2012

The second book will be selected from a list of current books on health care quality to be provided at the start of class. Please submit a 3-5 page summary/analysis/critique through Blackboard. There is no oral report. This report is due at the same time as the undergraduate students, **November 27 at 11:59pm (COM2)**

2. **Enhanced Applied Analysis Paper:** The basic criteria and potential topics for the applied analysis paper are outlined above. However, for graduate credit, your paper should reflect extensive research, original thought and a bibliography to reflect the research. While there is no minimum or maximum length criteria for graduate credit, one might suggest that **15-18** pages is a reasonable objective. (**COM2,3,&4)**

For graduate credit, grades will be weighted as follows.

15%	First exam
15%	Second exam
20%	Final exam
15%	Applied analysis paper
10%	Reflection paper/book review: <u>Why Hospitals Should Fly</u>
5%	Reflection Paper – <u>The Doctor</u>
5%	Class participation, Attendance, Graduate presentation
5%	Homework Assignments
10%	2 Book Review(s) 5% each



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Technology

Technology Standards and Minimum Expectations This is a hybrid course offered through the traditional classroom and also through the Wichita State University (WSU) Blackboard system. Therefore, the following minimal computer skills are expected responsibilities of all students who enroll and participate in this course:

- Using the Blackboard learning system
- Sending emails
- Setting font size and type
- Setting margins
- Setting line spacing
- Creating headers and footers
- Inserting tables
- Italicizing
- Inserting page numbers in a header
- Centering text; right and left justification
- Sending and receiving email with attachments
- Accessing the Internet
- Opening Internet files
- Downloading content
- Using PowerPoint, Word and Excel
- Posting to discussion boards



- | | |
|--|--|
| | <ul style="list-style-type: none">• Following hyperlinks to content outside of the Blackboard learning system• Searching .pdf documents <p>Students additionally are expected to use updated Adobe Reader, Flash, Java, ActiveX and media players for access to course materials. If a student feels he or she is unable to meet these qualifications then it is their responsibility to attain these skills.</p> <p>This is a hybrid course. As such, students will need CONTINUED and RELIABLE access to the Internet throughout the semester. Students may use their own computer, a friend's computer, one at work, one a public library or one on the WSU campus.</p> <p>Because the course requires high use of technology, students must respect that if they do not have the skills to successfully complete the course, then it is their responsibility to attain those skills. Your professor will not teach technology in this course; she is here to provide the expert educational content. Online learning, in some cases, involves more activity than in-class learning and for some students may be more difficult than a traditional environment. Therefore, please take some time to thoroughly look over the course expectations. There are special expectations attached to taking this hybrid course. If you feel you cannot comply with the course expectations, technologically or otherwise, it is recommended that you drop this course.</p> |
|--|--|

Participation
and Conduct

Class attendance is crucial to understanding the material presented and for meaningful interaction and discussion. To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to visit with me outside of the classroom as well. I do expect certain behavior of ALL students. Class will begin and end at the scheduled times. Students are expected to arrive on time and remain seated and attentive until dismissed. Students additionally are expected to adhere to the following behaviors:

- Use of the WSU email address account -- students may have their WSU email forwarded to another personal account, but please be aware that all course communications will be made through the [wichita.edu](#) system. Sign all email correspondences with both first and last name.
- Write "HMCD 648" in the subject line of all email correspondences.
- Proper [parenthetical in-text citation](#) in standardized formats is expected as necessary – see [OWL](#) for an online, comprehensive and update source for citation.
- Attach any files as a document in MSWord format.
- If the Blackboard system is down, contact your instructor **only** after you first have contacted [WSU OneStop](#).
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the



- criteria for an assignment, if you have some extenuating personal circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
- Respect that if you miss a class it is NOT the responsibility of the instructor to make sure that you are up-to-date on those class materials. I teach my lesson one time.
 - Don't expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.
 - Use professional language in all correspondences. This is a University and academic communication is expected (as opposed to text language, abbreviations, emoticons, and no attention to rules of grammar, punctuation, etc.).

Recording devices are not allowed. If you have a physical, psychiatric, emotional, or learning disability that may impact your ability to carry out assigned course work, please contact the Office of Disability Services (DS) located in Grace Wilkie Annex, room 150, or you can call 316-978-3309 (voice) or 316-854-3032 (videophone). DS will review your concerns and determine, with you, the academic accommodations that are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Cheating in any form, plagiarism or other misrepresentation of work or disruptive behavior of any kind will not be tolerated. These actions could result in an automatic letter grade of "F" for the course. Students are responsible for knowing and following the [Student Code of Conduct](#) and the Student Academic Honesty policy [Student Academic Honesty Policy](#).

Additional Information

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency



during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see [Board of Regents and University policy](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [link here](#)

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering



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quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Important Academic Dates

For Fall semester 2016,, classes begin August 22, 2016, and end December 8, 2016.. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20__. There are no classes on October 18, 2016.. The final exam period is Dec 10-15, 2016.

Course Schedule

Tentative Schedule		
Class Date	Class Content and Objectives	Class Assignments
Class 1 Aug 23	Introduction to Quality Management in the US Healthcare System	<u>Readings:</u> <ol style="list-style-type: none">1. Text Foreword and Preface2. "Nothing Is Broken": For an Injured Doctor, Quality-Focused Care Misses the Mark" Charlotte Yeh, <u>Health Affairs</u>, June 2014, v33:6, p. 1094.3. "Temporal Trends in Rates of Patient Harm Resulting from Medical Care"; Landrigan, Parry, Bones, Hackbart, Phil, Goldman and Sharek; <u>New England Journal of Medicine</u>, Nov 25, 2010, v363:22, p. 2124. (Just skim this article)
Class 2 Aug 30	Section I: Quality Management: A Systems Approach Fundamentals of Quality Management	<u>Readings:</u> <ol style="list-style-type: none">1. Chapter 12. "The Ongoing Quality Improvement Journey: Next Stop, High Reliability", Mark R. Chassin and Jerod M. Loeb, <u>Health Affairs</u>, April 2011, v30:4, p. 559.3. "How American Health Care Killed My Father" David Goldhill, <u>Atlantic Monthly</u>, Sep 2009, v304:2, p. 384. "Advancing the Science of Patient Safety and Quality Improvement to the Next Level"; Pronovost, Marsteller, Wu et al; Agency for Healthcare Research and Quality, June, 2014 available at http://www.ahrq.gov/professionals/quality-patient-safety/patient-safety-resources/resources/advances-in-hai/hai



		article1.html 5. Exercise #2 "The Manager's Role" on p. 209-210 for class discussion. <u>Homework assignment #1 to be submitted before next class:</u> Exercise #1 or Exercise #2 on p. 16-17. (CO1) (COM1)
Class 3 Sept 6	A Systems Perspective of Quality Management: Characteristics of Complex Systems	<u>Readings:</u> 1. Chapter 2 2. "The Role for Leaders of Health Care Organizations in Patient Safety"; John R. Clark, MD, Jeffrey C. Lerner, Ph. D. and William Marella, MBA; <u>American Journal of Medical Quality</u> ; Sep/Oct 2007; v.22:5; p. 311. 3. Exercise #3 "Dynamic Complexity" on p. 211-212 for class discussion
Class 4 Sept 13	Understanding System Behavior: Systemic Structure Exam Review	<u>Readings:</u> 1. Chapter 3 2. "Cottage Industry to Postindustrial Care – The Revolution in Health Care Delivery"; Swenson, Meyer, Nelson, Hunt, Pryor, Weissberg, Kaplan, Daley, Yates, Chassin, James and Berwick; <u>New England Journal of Medicine</u> ; Feb 4, 2010; v362:5 e 12. 3. "The Immediate vs. the Important"; J. Michael McGinnis, MD and William H. Foege, MD; <u>JAMA</u> ; March 10, 2004; v291:10, p. 1263 (This article is not available online through WSU Libraries. You can find it on-line at http://www.commed.vcu.edu/IntroPH/Introduction/editorialmcginnisfeb2006.pdf) 4. Exercise #4 "Mental Models" on p. 213-4 for class discussion. <u>Homework assignment #2 to be submitted before next class:</u> Exercise on p. 44. (CO4) (COM1)
Class 5	EXAM #1	Exam will be provided via Blackboard (CO1,2,3,4 &5) (COM 1&2)
Class 6 Sept 27	Visualizing System Relationships: Models for Health Services Managers	<u>Readings:</u> 1. Chapter 4 1. "Human Error" James Reason, <u>Western Journal of Medicine</u> , Jun 2000, v172:6, p.

	<ul style="list-style-type: none"> • Post Exam Discussion • Discussion of first <u>½ of Why Hospitals Should Fly</u> 	<p>393.</p> <ol style="list-style-type: none"> 2. AHRQ "Patient Safety Primer: Systems Approach" available at http://psnet.ahrq.gov/primer.aspx?primerID=21 3. "The Revolution in Hospital Management", John R. Griffith and Kenneth R. White, <u>Journal of Healthcare Management</u>, May/Jun 2005, v50:3, p. 170. 4. Exercise #5 "System Relationships" on p. 215-6 for class discussion.
Class 7 Oct 4	<p>Section II: Achieving Quality Results in Complex Systems Establishing System Direction</p>	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Chapter 5 2. "A Road Map for Improving the Performance of Performance Measures", Peter J. Pronovost and Richard Lilford, <u>Health Affairs</u>, Apr 2011, v30:4, p. 569. 3. "A Broad and Structured Approach To Improving Patient Safety And Quality: Lessons From Denver Health", Patricia Gabow and Philip Mehler, <u>Health Affairs</u>, Apr 2011, v30:4, p. 612. 4. "The Triple Aim: Care, Health and Cost"; Donald M. Berwick, Thomas W. Nolan and John Whittington; <u>Health Affairs</u>; May/Jun 2008; 27:3; p. 759. 5. Exercise p. 85-6. <p><u>Homework assignment #3 High Reliability Healthcare video reviews to be submitted before next class. (CO4) (COM2)</u></p>
Class 8 Oct 11	<p>Establishing Improvement Goals in Complex System</p> <ul style="list-style-type: none"> • Guest Speaker: Linda Moody, RN Department of Quality, Infection Prevention & Safety: Wesley Medical Center & Wesley Woodlawn 	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Chapter 6 2. "Realizing Patient-Centered Care: Putting Patients in the Center, Not the Middle", Nancy J. Steiger and Agnes Balog, <u>Frontiers of Health Services Management</u>, Summer 2010, v26:4, p. 15. 3. "The Quality 'Journey' at Ascension Health: How We've Prevented At Least 1500 Avoidable Deaths a Year – And Aim To Do Even Better"; Pryor, Hendrich, Henkel, Beckman and Tersigni, <u>Health Affairs</u>; April 2011; v30:4; p. 604. 4. "Caesarian Section Rates Vary Tenfold among US Hospitals; Reducing Variation May Address Quality and Cost Issues'; Katy Backes Kozhimannil, Michael R. Law and Beth A. Virnig; <u>Health Affairs</u>; March 2013; v32:4; p. 527.



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		<p>Heart Hospital - Nursing faculty WSU</p>	<p>5. Watch the Movie – on blackboard – <u>The Doctor</u> and write a two page reflection paper on your impression of the main theme of the movie. Due 10/24 by 11:59PM (CO3) (COM2)</p> <p><u>Homework assignment #4 to be submitted before next class:</u> Exercise p. 101 (CO4) (COM2)</p>
	Oct 18	NO CLASS FALL BREAK	
	Class 9 Oct 25	<p>Understanding Customer and Stakeholder Requirements</p> <ul style="list-style-type: none">• <u>Discussion of The Doctor</u>	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 72. “What ‘Patient-Centered’ Care Should Mean: Confessions of an Extremist”, Donald M. Berwick, <u>Health Affairs</u>, 2009. v28: 4, p. W555. (Note that this article was initially published as a web-based article.)3. “The Pursuit of Genuine Partnerships with Patients and Family Members: The Challenge and Opportunity for Executive Leaders”, Jane Taylor and Patricia Rutherford, <u>Frontiers of Health Services Management</u>, Summer 2010, v26:4, p. 3.4. “Health Care’s Service Fanatics” James I. Merlino and Ananth Raman, <u>Harvard Business Review</u>, May 2013, available at http://cymcdn.com/sites/www.cmgma.com/resource/resmgr/Article-Health_Care's_Servic.pdf5. Exercise #7 “Customer Requirements” on p. 219-220 for class discussion.
	October 30	APPLIED ANALYSIS PAPER DUE AT 11:59 PM TODAY	
	Class 10 Nov 1	<p>Understanding the Role of Policy in Promoting System Change</p> <ul style="list-style-type: none">• Exam Review	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 8.2. “A Practical Roadmap for the Perilous Journey from a Culture of Entitlement to a Culture of Accountability”, Nathan S. Kaufman, <u>Journal of Healthcare Management</u>, Sep/Oct 2011, v56:5, p. 299.3. “A New Quality Compass: Hospital Boards’ Increased Role under the Affordable Care Act”; Belmont, Haltom, Hastings et al; <u>Health Affairs</u>; Jul 2011; v30:7; p. 1282.4. Select one of the following;



		<p>"Medicare Home Health Payment Reform May Jeopardize Access for Clinically Complex and Socially Vulnerable Patients"; Rosati, Russell, Peng et al; <u>Health Affairs</u>, June 2014, v33:6; p. 946.</p> <p>"Disproportionate-Share Hospital Payments Reductions May Threaten the Financial Stability of Safety-Net Hospitals; Nerhausen, Davis, Needleman et al; <u>Health Affairs</u>; June 2014; v33:6; p. 988.</p> <p><u>Homework assignment #5 to be submitted before next class: Hospital Compare Assignment (CO5) (COM2)</u></p>
Class 11	EXAM #2	Exam provided via Blackboard (CO1,2,3,4&5) (COM12,3,&4)
Class 12 Nov 15	Improving Processes and Implementing Improvements <ul style="list-style-type: none">• Post Exam Discussion• Improvement Tools Group Practice	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 92. "Improving Patient Flow Through a Better Discharge Process", Michelle Johnson and Vin Capasso, <u>Journal of Healthcare Management</u>, Mar/Apr 2012, v57:2, p. 2.3. "The Trade-Off Among Quality, Quantity and Cost: How To Make – If We Must", Mark V. Pauly, <u>Health Affairs</u>, April 2011, v30:4, p. 574.4. "The Checklist", Atul Gawande, <u>The New Yorker</u>, Dec 10, 20075. "Collaboration across Silos Clinical Silos", M. Jane Mohler, <u>Frontiers of Health Services Management</u>, Summer, 2013, v29:4. P. 36.6. AHRQ Patient Safety Primer: "Checklists" available at http://psnet.ahrq.gov/primer.aspx?primerID=147. Exercise #1 on p. 158-9 for class discussion <p><u>Homework assignment #6 to be submitted before next class: Performance Improvement Tools (CO4) (COM2)</u></p>
Nov 20	Reflection Paper/Book Review: <u>Why Hospitals Should Fly</u> due by 11:59pm	
Class 13 Nov 22	Fostering Teamwork: Below the Waterline	<p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 11



		<p>Considerations Guest Speakers: Brandy Jackson & Jennifer Celso – TeamStepps Discussion of 2nd ½ of <u>Why Hospitals Should Fly</u></p> <p>2. "Fair and Just Culture, Team Behavior and Leadership Engagement: The Tools to Achieve High Reliability"; Allan Frankel, Michael W. Leonard and Charles R. Denham; <u>Health Services Research</u>; August 2006; v41:3; p. 1690. 3. "The Human Factor: The Critical Importance of Effective Teamwork and Communication in Providing Safe Care; M. Leonard, s. Graham and D. Bonacum; <u>Quality and Safety in Health Care</u>; October 2004; v13: Supp 1; p. i85.</p>
	Nov 27	Book Report Due – at 11:59PM Today
	Class 14 Nov 29	<p>Measuring Process and System Performance</p> <p><u>Readings:</u></p> <ol style="list-style-type: none">1. Chapter 102. "Big Med", Atul Gawande, <u>The New Yorker</u>, August 13, 2012, v88:24.3. "Call to Action: Safeguarding the Integrity of Healthcare Quality and Safety Systems", National Association of Healthcare Quality, October, 2012 available at NAHQ <p>Homework assignment #7 to be submitted before next class: Exercise on p. 188-9. (CO5) (COM4)</p>
	Class 15 Dec 6	<p>Summing It Up Guest Speaker: Carla Yost, RN FACHE-CNO Via Christi, Wichita</p> <ul style="list-style-type: none">• Exam Review – Final Exam is Cumulative• Using What you've learned Exercise
	Class 16 Week of Dec 10	FINAL EXAM Final Exam will be provided via Blackboard (CO1,2,3,4&5) (COM12,3,&4)
Inclusive Excellence	Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different	



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backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an “all-inclusive” diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.



Health Sciences 331: Principles of Diet and Nutrition, Spring 2016

Instructor:	Lisa Wray, RD
Department:	College of Health Professions
Office Location:	Shawna Olberding, Administrative Assistant - Ahlberg Hall, Rm 135
Telephone:	Administrative Assistant Shawna Olberding 316.978.3060
Email:	Lisa.wray@wichita.edu
Preferred Method of Contact:	Lisa.wray@wichita.edu

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Students will be notified via course announcement if changes are made.

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

Course Description

A study of human dietetic and nutritional needs in the clinical setting. Covers composition and classification of foods, vitamins and their function, food and public health laws, and nutrition under special conditions. Gives a detailed application of dietetic and nutritional knowledge applied to various clinical conditions

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for the Panopto lectures) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

1. To articulate basic principles of nutrition as they apply to health, wellness and disease.
2. To articulate the sources, functions and characteristics of nutrients.
3. To articulate the processes by which foods are utilized in the body, including digestion, metabolism and absorption.
4. To identify cultural, psychological, ecological and socio-economic factors as they apply to food, nutrition and people.
5. To compare nutritional needs during the various life stages.
6. To identify types, symptoms and hazards of food-bourne illness.
7. To apply nutrition information to real life situations.

8. To critically evaluate nutrition articles and their sources.

Required Texts/Readings Textbook

Nutrition: An Applied Approach, by Janice Thompson and Melinda Manore, 4th Edition; this textbook is essential for your success in the course and is available in the WSU bookstore, however the online access code is **no longer required** for purchase.

Other Readings

Students will be assigned to find journal articles for analysis of the credibility of its information. These articles may be found in hard copy or online.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Letter grade	Grade Points	Interpretation
A	4.00	<i>The A range denotes excellent performance.</i>
A-	3.70	
B+	3.30	
B	3.00	<i>The B range denotes good performance.</i>
B-	2.70	
C+	2.30	
C	2.00	<i>The C range denotes satisfactory performance.</i>
C-	1.70	
D+	1.30	
D	1.00	<i>The D range denotes unsatisfactory performance.</i>
D-	0.70	
F	0.00	<i>F denotes failing performance.</i>

Tentative Schedule with Assignment & Exam Dates Spring 2016

DATES	CHAPTERS	PAGES
Week of January 18	Introduction & Chapter 1	3 - 37
January 26	#1 Current Event due	
Week of January 25	Chapters 1 & 2	38-71
January 31	Chapter 1&2 Questions due	
Week of February 1	Chapters 3 & 4	72 - 107
February 7	Chapter 3 & 4 Questions & #2 Current Event assignment due	

Week of February 8	Diet Analysis Explanation	
February 11-13	Exam # 1 (Chapters 1 - 4)	
Week of February 15	Chapters 5 & 6	146 – 233
February 21	Current Event # 3 & Chapter 5&6 Questions due	
Week of February 22	Chapters 7 & 8	234 – 310
February 28	Chapter 7 & 8 Questions due	
March 3-5	Exam #2 (Chapters 5-8)	
Week of March 7	Chapters 9 & 10	311 – 387
March 8 (*TUESDAY)	# 4 Current Event due	
Week of March 14	SPRING BREAK	
March 22 (*TUESDAY)	Chapter 9 & 10 Questions due	
Week of March 21	Chapters 11 & 12	389 - 439
March 27	#5 Current Event assignment & Chapter 11&12 Questions due	
March 31- April 2	Exam #3 (Chapters 9-12)	
Week of April 4	Chapters 13 & 14	475 - 551
April 17	Diet Analysis due	
Week of April 18	Chapters 14 & 15	553 - 591
April 24	Chapter 13, 14 & 15 Questions due	
April 28	EXAM #4 (Chapters 12 -15)	
May 5-7	Final Comprehensive Exam (Ch 1 – 15)	
May 13	Extra Credit due	

1. 4 Tests - Multiple Choice - 75 Questions 1 pt each question =300 points

2. Diet Analysis =175 points

3. Current Events assignments 5 @ 15 pt each =75 points

4. Chapter Review Question assignments 15 @ 5 points each =75 points

5. Final – 125 questions 1 pt each questions =125 points

Total **750 points**

<u>Grade Points</u>	750 - 698 = A 697 - 675 = A- 674 - 653 = B+ 652 - 623 = B 622 - 600 = B- 599 - 578 = C+ 577 - 548 = C 547 - 525 = C- 524 - 503 = D+ 502 - 473 = D 472 - 450 = D- 449 – 0 = F
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Extra Credit

25 extra credit points are available. This will be announced and explained during the class.

Late Assignments

Late assignments will have **5 points deducted for each day late, including weekends.**

Missed Assignments and Exams

Missed assignments and exams can be made up / completed within **5** days of the due date. Five points will be deducted from assignments for each day the assignment is late. Missed exams must be arranged IN ADVANCE with the instructor, or 10% will be deducted per day after the exam opens if an exam must be rescheduled.

Testing Procedures:

All exams will be given on Blackboard. There will be 75 multiple choice questions (with 4 responses) in each test. These questions will be selected from the text book test bank and will be in random order. (No two tests will be the same.) You will have a maximum of 100 minutes to complete each test. The final will be 125 questions and you will have 2 hours to complete it. For best results, please use a hardwire (not wireless) connection, Firefox or Chrome browser, and the wichita.edu site access to Blackboard.

Important Academic Dates

For spring semester 2016, classes begin January 18, 2016, and end May 13, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is March 25, 2016. There are no classes on March 14-18, 2016. The official final exam period is May 9-13, 2016, however the final exam for this class will be available May 5-7, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.



HS 480 Professionalism in Healthcare Master Fall Syllabus

Instructor:	Sarah Taylor, MA
Department:	Public Health Sciences
Office Location:	Ahlberg 135d
Telephone:	316-978-5650
Email:	Sarah.taylor@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday & Thursday 1:30 to 3:00 p.m.
Classroom; Days/Time:	Class Room TBD, Thursday 4:30 p.m.
Prerequisites:	Health Science Core, please see course description

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. *If changes are made, Instructor will contact students via their WSU email address AND in class at least TWO WEEKS prior to the change.*

Academic Honesty

Students are responsible for knowing and the [Student Code of Conduct](#) and the [Student Academic Honesty](#) policy.

If academic dishonesty is suspected Instructor will speak with the student(s) involved. For the first violation student(s) will be allowed to resubmit the assignment or will be provided an alternate assignment if deemed necessary. The second violation will automatically result in an "F" in the course and the student will need to retake the course in the following semester.

Course Description

This course is designed to familiarize students with the factors influencing successful professionalism in the health care setting. The course emphasizes the application of course material to the development of the student's health care career. Course format will include lecture, group and individual examination of the literature, analysis of case studies, IPE and fieldwork. *Prerequisites: HS Program Core Courses; HMCD 310, HMCD 325, HMCD 333, HMCD 356, HP 303, and PHIL 327.*

Definition of a Credit Hour

Success in this 3 credit hour hybrid course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week). This is a hybrid course and so some weeks students will spend in class in lecture and others the time will be used for group work, preparation/studying or course assignments. Please see course schedule at the end of this syllabus for specific information.

Measurable Student Learning Outcomes

- LO#1 Recognize traits of a healthcare professional including, but not limited to professional development, resume and cover letter development, interview skills and soft skills.

- LO#2 Discuss theories and principles of professionalism.
- LO#3 Demonstrate professional skills in community group project.
- LO#4 Express problems with professionalism and ethics in Henrietta Lacks assignment.
- LO#5 Critically evaluate personal professional skills.

Required Texts/Readings Textbook (Suggested)

There is no required text book for this course. Course readings will be made available via Blackboard.

Students will read the following book: The Immortal Life of Henrietta Lacks, Rebecca Skloot which can be found on Amazon or at the Wichita Public Library.

<http://www.amazon.com/The-Immortal-Life-Henrietta-Lacks/dp/1400052181>

<http://www.wichita.lib.ks.us/Pages/default.aspx>

Other Readings

Varies by semester...

Class Protocol

Students are to be in class ready to work promptly at 4:30. Please turn cell phones onto vibrate before class and put them away in your bag.

It is encouraged for you to bring your laptop or tablet to class as we may use them from time to time for in class research or to work on assignments etc. **Please do not use your laptop or tablet in class to work on assignments for other classes.**

It is encouraged for you to bring your laptop or tablet to class as we may use them from time to time for in class research or to work on assignments etc. **Please do not use your laptop or tablet in class to work on assignments for other classes.**

To get the most out of this course, I encourage students to participate as fully as possible. Thoughtful questions and comments are always welcome. Feel free to directly visit with me via email, request online office hours or set a time to see me in person.

Students additionally are expected to adhere to the following behaviors due to the online-only format of this course:

- Use of the WSU email address account - - students may have their WSU email forwarded to another personal account, but please be warned that all course communications will be made through the Wichita.edu system. For help with forwarding email from the Wichita.edu system, please contact the WSU Help Desk at 978-4357.
- Sign all email correspondences with both first and last name.
- Write "HS 480" in the subject line of all email correspondences.
- Expect up to a 24 hour delay for response to email correspondences that conform to the above mentioned expectations
- Adherence to general netiquette standards (see [The Core Rules of Netiquette](#)) is expected. Any student who does not follow these rules of on-line common courtesy or who posts lewd content of ANY kind *may* receive expulsion and an automatic F for the course.
- Write your first and last name on all assignments (on the paper itself).
- Turn in all written assignments in the following format: YourName.name of assignment (for example: JohnSmith.response1).
- Proper [parenthetical citation](#) is expected as necessary.
- Attach any files as a document in MSWord format.
- Report technical difficulty immediately so that we may work to resolve the issue promptly.

- Don't panic if the Blackboard system is down. Contact your instructor **only** after you first have called the WSU Help Desk at 978-4357 for assistance.
- Report any circumstances that may keep you from meeting the objectives of this course (if you are not clear about the criteria for an assignment, if you have a technology issue, if you have some extenuating circumstance beyond your control, etc.). Each case will be individually evaluated and assessed and the instructor will deem whether alternate action is required.
- Stay on task! It is easy to procrastinate in an online course because you won't be physically in the classroom each week. Don't fall behind and then expect the instructor to respond to an email at 2:00 a.m. Student lack of planning does not constitute an emergency for the instructor.

If you have a certifiable disability that requires special equipment, please contact WSU Office of Disability Services at 978-6970 so that arrangements can be made for optimal performance in this course.

Grading Scale (Required)

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
417-450	A	4.00	<i>The A range denotes excellent performance.</i>
403-416	A-	3.70	
390-402	B+	3.30	
372-389	B	3.00	<i>The B range denotes good performance.</i>
358-371	B-	2.70	
345-357	C+	2.30	
327-344	C	2.00	<i>The C range denotes satisfactory performance.</i>
313-326	C-	1.70	
300-312	D+	1.30	
282-299	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
268-281	D-	0.70	
267 or less	F	0.00	<i>F denotes failing performance.</i>

Style of Instruction:

This class is hybrid course, it will consist of in person classes meetings, group project, online assignments in addition to a shadowing experience of a professional in the health care field the student plans to enter upon graduation. Students are welcome at any time during the semester to request and make appointments to meet with the instructor in-person.

This course will not be like any other course you have taken during the duration of this program. Due to the nature of this course, topics may jump around at times. The purpose of this is not to confuse you, but to acclimate you to the nature of professional work. Many times as a professional we must be flexible and adapt as projects ebb and flow and new projects are handed to us. This course will be practice in managing multiple projects at one time.

Using the assigned readings as a content base, each week the class addresses unique themes in Professionalism

in Health Care. Within the Blackboard program, students will find pertinent class materials organized by online week.

Assignments

PLEASE REVIEW ALL GRADING RUBRICS LOCATED WITHIN THE ASSINGMENT LINKS

Class Participation - 35 points

Students are expected to attend all class periods. Students who attend class will be awarded 5 points.

Professionalism Pamphlet – LO#1, LO#2, LO#5 20 points (DONE XXXX ILS)

The purpose of this assignment is to help you develop an in-depth position and understanding of what it means to be a professional in your field.

Students will:

- Research the topic of professionalism and "what does it mean to be a professional in your field".
- Develop an original, one page, front and back, color pamphlet capable of effectively communicating to others what it means to be a professional in your field.
- Use current APA format for all citations and bibliography listings.
- Actively exchange ideas and information with other students in-class.

Personal Exploration – LO #1 30 points (10 points each) (DUE XXXX,XXXX,XXXX)

Students will choose THREE of the following activities to be turned in on February 18, March 24 and April 25. These short assignments will allow students to further explore their options for careers in the health care field, acceptance into graduate/clinical programs, and professionalism. Each assignment is worth 10 points.

Graduate/Clinical Program Research –

Students will attend an information meeting from a Clinical/Graduate program they are interested in OR schedule an appointment to speak with an adviser within the program. The purpose of this meeting is to find out about the program. Please visit this website

https://www.slu.edu/Documents/student_development/career_services/Questions.To.Ask.pdf and choose at least 10 questions to ask at a one-on-one meeting. If you attend an information meeting please answer as many of these questions as you can after the meeting. Have the person you met with or the person in charge of the information meeting sign off and turn it in with your written review of the answers of the questions you asked/learned at the meeting.

Professional Association Review –

It is important to your development as a professional to receive continuing education in your field. One of the easiest ways to do this is to be involved with a professional organization. Professional organizations have many other benefits as well (scholarship, professional conferences, professional networking, and many more!). The experience provided by these organizations can help you as you start applying for jobs. Many employers look for membership and experience in professional organizations. Examples of a professional organization that you can include, but are not limited to: American Nurses Association, American Academy of Physician's Assistants, American College of Healthcare Executives, etc. Associations that will not count for this assignment would be national organizations related to specific diseases or conditions such as: American Lung Association, American

Heart Association, etc. because they will not have the extent of professional development opportunities that a career specific organization will have.

For this assignment you will research the professional organizations in your field. You will compare TWO. Please include:

- The purpose, mission, values, or goals of the professional organization
- How do the goals of the professional organization line up with your goals as a Health Care professional?
- What are the different kinds of professional resources provide by the professional organizations?
- How do you see yourself utilizing these resources in your career?
- Where was their most recent Annual Session?
- When is their annual session?
- What kinds of topics were covered at these sessions?
- How do you see their annual sessions meeting your need as a professional?

KS Train Learning Modules:

The TrainingFinder Real-time Affiliate Integrated Network, or TRAIN, is the nation's premier learning resource for professionals who protect the public's health. TRAIN is comprised of the national www.train.org site and participating TRAIN affiliate sites. Affiliate sites are managed by many state public health agencies, academic partners, and others. As TRAIN grows, it serves a larger portion of the U.S. public health workforce. KSTrain can be found at <https://ks.train.org/DesktopShell.aspx?tabId=189> anyone can create a free account.

- Complete ONE Training module of at least 30 minutes on KS Train. Submit the confirmation that you have completed the module to Sarah via the Blackboard link.

TED Talks Reaction:

Watch one of the pre-selected TED talks. Provide feedback to the talk giving your reaction to the topic and how you can incorporate the practices of leadership or compassion into your future career as a healthcare worker. Feedback should be at least one page, double spaced, size 12 font.

- Everyday Leadership: http://www.ted.com/talks/drew_dudley_everyday_leadership
- Why aren't we more compassionate?
http://www.ted.com/talks/daniel_goleman_on_compassion

More assignment options may be added as the semester progresses.

Resume and Interview – LO #1 60 points (XXXXXX)

In class on XXXX , a representative from the Wichita State University Career Development Center will speak to the class about resume development and preparation for the workforce. After the class students should schedule an appointment with a career counselor at the WSU Career Development Center to have their resume reviewed and updated. Students will turn in their updated resume along with the signature of the person they met with at the Career Development Center.

Students will also conduct a Mock Interview with the WSU Career Development Center. Once the interview is complete students will turn in the signature of the person who the met with, and the top 5 things they learned during the interview and resume review experience.

For practice students may use **Big Interview**. Big Interview is an online system that combines training AND practice to help improve your interview technique and build your confidence. Students have access to a variety of tools including:

- Challenging, virtual mock interviews for all experience levels and dozens of industries
- A database of thousands of interview questions with tips on how to answer them
- The ability to rate and share your interview answers for feedback
- A comprehensive video training curriculum covering all aspects of landing a job
- A step-by-step interview Answer Builder for crafting answers to behavioral questions

To receive credit for the mock interview through Big Interview students will share the video link to their interview with me via Blackboard.

Public Health Ethics Book – LO #4 50 points (DUE XXXXX & XXXXXX)

Students will complete a written public health ethics assignments from the book *The Immortal Life of Henrietta Lacks*. Questions are based on content from the core of the Health Science degree program. *The purpose of the Public Health Ethics Assignments is to demonstrate integrated learning from across the curricula expected of a public health graduate.* Question sets will be available through Blackboard, written responses will be uploaded to Safe Assign for evaluation.

Textbook Link: [Amazon](#) OR [The Wichita Public Library](#)

Dimension	Exceeds Expectations Full Credit (15 points)	Meets Expectations Partial Credit (10-14 points)	Does Not Meet Expectations Limited Credit (0-10 point)
Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending
Content	Responses demonstrate inclusion of content from across the HS curriculum as support Substantive, with thoughtful conclusions	One key area undeveloped Minimally includes HS curricula content as support Conclusions miss a point	Poorly developed Does not include any course source for support No discernable ending
Mechanics	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences Slows reading	Many errors

Shadow Experience Paper – LO#1, LO#5 30 points (DUE XXXXX)

For this assignment please write a 2- 3 page paper, double spaced, 12 point font, essay about who you are shadowing and the organization that they work in and your experiences within that organization and during your shadowing. You will find some questions below to get you started.

- Who are you shadowing?
- Why did you choose this person?
- What schooling did they need for their job?

- Describe your experience and your observations. Explain what you did and learned while there and include three new things you learned about this career field.
- Describe how the experience will help you determine whether this might be a good career option for you.
- Describe what type of training or education after you receive your bachelor's is recommended and/or required for success in this career field and how this might affect your plans.
- Conclude with whether you think this is a realistic and possible career field for you and explain why or why not.

Shadowing Experience – 20 points (DUE XXXX)

As noted in the syllabus section on Grading System and Requirements, this course includes 30 hours of shadowing. Students will choose a profession that they would like to learn more about (nursing, pharmacology, physical therapy, physician assistant, communications sciences and disorders, etc.) preferably the profession you plan to go into. Students will locate a professional(s) that they would like to shadow during the semester. The Department of Public Health Sciences and your instructor Sarah Taylor will not be assisting you in this process. Shadowing hours are due Week 12 and can be done at any rate (finished immediately at the beginning of the semester or done over the 12 week time period). Each student will have the professional(s) sign off on their hours during Week 12 and email Sarah Taylor at sarah.taylor@wichita.edu to confirm the hours.

Online Participation— LO#2 20 points (DUE XXXXXX)

Students will complete one discussion board posting during the semester. *The purpose of the Discussion Board Posting is to assess student motivation for life-long learning and development.* This posting consists of three (3) questions posed by your professor and will be evaluated using the following rubric:

Dimension	Exceeds Expectations Full Credit (5 points)	Meets Expectations Partial Credit (4 points)	Does Not Meet Expectations Limited Credit (0 – 3 points)
Organization	First statement clearly indicates the topic discussed Logical sequence Thoughtful conclusions	First sentence partially indicates the topic discussed Mostly logical sequence Conclusions misses a point	Unable to discern the topic discussed Illogical sequence No discernable ending
Content	All elements addressed with inclusion of film material, and at least one scholarly source of support Substantive, with thoughtful conclusions	One key area undeveloped Minimally includes film reference or scholarly sources for support Conclusions miss a point	Poorly developed Only states, “I agree”, “Yes”, “No” or something similar Does not include any film reference or scholarly source for support No discernable ending
Grammar/Spelling	Correct grammar and spelling Complete sentences	Few grammar or spelling errors Occasional incomplete sentences	Many errors

		Slows reading	
Timeliness	On time	On time	Late

Community Project – LO#3 50 points (DUE XXXX)

As noted in the syllabus section on Grading System and Requirements, this course will include a Service Learning project. Projects will vary by semester. Information will be on Blackboard. All students are required to participate in this project in some way. At the end of the semester students will give a presentation to the class about their service learning project, what they did and what they learned from this project. Grades are assigned using a combination of evaluations from group members and the community member lead for the project.

- **Community Project Action and Responsibility Plan (XXXXXX)**

Students must collectively prepare a group action and responsibility plan detailing the actions they will take on the group project and who will be responsible for carrying out each action. *The purpose of the Group Action and Responsibility Plan is for students to create specific steps for success and develop a plan indicating who will carry out each of the steps for the group project.* The assignment is to be completed by ALL class members and prepared as a single, written document signed by all students. Please submit a copy to me via Blackboard AND provide a copy to your team lead from HealthICT.

- **Peer Assessment (XXXXX)**

A portion of student's grade for the semester will be based on peer review of performance. *The purpose of Peer Assessment is to allow student the opportunity to evaluate the contribution of their classmates on the group project.* Peer assessment will comprise 5% of the total course grade for the semester.

Final Learning Experience Reflection – LO#1, LO#2, LO#5 50 points (DUE XXXXXX)

At the end of this course you will turn in a 5-7 page reflection of your learning experience. This report should be written in an essay format, double spaced, and 12 point font. It should be a personal summation and evaluation of your learning experience and should include the following:

- What particular events or components of this course have caused you to learn, grow, and change? Identify at least 3 specific events in your experience. In the case of each event, try to articulate what gives the event special significance.
- As you consider ways you have learned, grown and changed through the course, imagine that you are interviewing for a health care job and the interviewer asks, “So what did you get out of your capstone experience?” How would you answer that question?
- Identify at least two of the most important strengths you learned that you have from this experience. To identify these, you might think back to the Golden Personality Assessment, True Colors, the Service Learning Activity, or your shadowing experience. Use examples of concepts you learned in class.
- Identify at least two specific professional weaknesses you have and give ideas on how you plan to address those going forward. Use examples of concepts you learned in class.
- Provide an analysis of how your shadowing experience and service learning experience has helped you to grow overall as a professional.
- What could you have done differently during this course to enhance your learning experience?
- Anything else you would like to share about your learning experience.

e-Portfolio – LO#2, LO#5 100 points (*DRAFT DUE XXXXX and XXXXX*)

An ePortfolio (electronic portfolio) is an electronic collection of evidence that shows your learning journey over time. Portfolios can relate to specific academic fields or your lifelong learning. Evidence may include writing samples, photos, videos, research projects, observations by mentors and peers, and/or reflective thinking. The key aspect of an eportfolio is your reflection on the evidence, such as why it was chosen and what you learned from the process of developing your eportfolio.

An ePortfolio is not a specific software package, but more a combination of process (a series of activities) and product (the end result of the ePortfolio process). Presentation portfolios can be created using a variety of tools, both computer desktop tools and online (Wordpress.com, google sites, blogger, etc.)

Your e-portfolio should include the following items:

and product (the end result of the ePortfolio process). Presentation portfolios can be created using a variety of tools, both computer desktop tools and online (Wordpress.com, google sites, blogger, etc.)

Your e-portfolio should include the following items:

- Resume
- Personal Statement
- LinkedIn Profile
- Career Goals
- Academic Involvement
- Extracurricular Activities
- Shadow Experience
- Group Project
- Related Coursework -- information on courses you have taken throughout your academic career that will benefit your health care career, include course descriptions and pertinent assignments from the course, reflections etc.

Students may create their e-portfolio on any blogging type website. However, directions and tutorials for [Wordpress](#) and [Google Sites](#) can be found under the tab e-Portfolio. This tab also includes examples of student portfolios from previous semesters.

Extra Credit

Extra credit is not generally available for this course. If an opportunity arises for extra credit the information will be posted on Blackboard and students will be notified of the opportunity in class and via Blackboard.

Late Assignments

If you have a circumstance where you will not be able to turn in an assignment on time please contact me immediately so that we may discuss the situation. If an assignment was turned in late without prior notice it will not be accepted.

All assignments must be turned in via Blackboard. Emailed assignments **WILL NOT** be accepted and will be counted as late.

Important Academic Dates

For _____ semester 20____, classes begin _____, _____ 20____, and end _____, _____, 20____. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20____. There are no classes on _____, 20____. The final exam period is _____, 20____.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is

prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule for Fall Course

W	Date	Readings/ Assignment	Topic
1		Lecture Reading	Course Introduction -- <u>What is Health Science?</u> Careers in Health Science
		Assignment	Introduce yourself
2		Reading	Text Chapter 1: Professionalism in Health Care The role of _____ in Healthcare
3		Speaker	True Colors -- WSU Career Development Center The Five-Factor Model of Personality in the Workplace THINK Watson
4			No In-Person Class
		Assignment	Personal Exploration Project 1 Due
5		Lecture	Professional and Educational Advancement Deborah Lewis, KU MHSA Melissa Armstrong, KU MPH Janet Stanek, KACHE Board Member Professionalism Pamphlet
6		Lecture Supplemental Reading	Introduction to Group Projects Group project and begin to meet with groups -- Health ICT Chapter 4: Relationships, Teamwork and Communication Skills
		Assignment	Community Project Action and Responsibility Plan
7	r	Lecture Supplemental Reading	Getting Noticed in Today's Job Market --WSU Career Development Center Service Learning Project Planning Chapter 8: Employment, Leadership and Career Development Big Interview Resume
8		Reading Assignments	No In-Person Class Group Project Workday Public Health Ethics -- Question Set 1
9		Assignments	Group Work with ICT Wichita Group Leads Personal Exploration Assignment #2 e-Portfolio Draft

10		No In-Person Class <i>The Immortal Life of Henrietta Lacks</i> www.amazon.com/The-Immortal-Live-Henrietta-Lacks/dp/1400052181
	Assignment	Public Health Ethics Question Set 2
11	Lecture	No-In Person Class
	Assignment	Personal Exploration Assignment #3
12		Debbi Lehner Navigating a Career in Health Science -- Clinical to Administration Dr. Nicole Rogers, WSU Aging Studies Graduate Program
	Assignment	Shadow Experience Paper Shadow Hours
13		No In-Person Class
	Supplemental Reading	Chapter 2: Your Work Ethic and Performance Self-Evaluation and Personal Growth and Development Steve Jobs -- One Last Thing
	Assignment	Discussion Board over Steve Jobs "One Last Thing"
14		Health Care Professionals Career Panel Wesley Medical Center, Sedgwick County Health Department, GraceMed Health Clinic, Greater Wichita YMCA
15	Assignment	Group Project Presentations
16	Assignments	Final Experience Reflection e-Portfolio Due