****

 **INTRODUCTION TO SOCIAL SCIENCE: T CORE 123 F**

**Telemedicine: Technology and the Future of Healthcare**

**Spring 2016**

Location: GWP 101

Time: 8:00 – 10:05 AM

Credits: 5 credits

Instructor: Sharon S. Laing, PhD

Phone: 253-692-4475

E-mail: laings@uw.edu

Office: CP 328

Office Hours Tuesdays 10:30 – 11:30 pm and Wednesdays 5:30 – 6:30 pm

**Course Description**

T CORE 123 is designed to introduce the student to an emergent and innovative health intervention – using mobile technology to provide health services to patients who may otherwise not have access to care. Mobile health promotion deploy multiple devices including mobile apps, webcams and short message services (SMS) to reach multiple patient groups. The innovation permits broader flexibility in health-information seeking, health status tracking and health management during and in-between medical appointments.

**Course Objectives**

At the end of the course, students should be able to:

1. Demonstrate a basic understanding of the technology used to promote health and wellness;
2. Demonstrate a basic understanding of the concepts of *mobile health promotion, telehealth* and *telepsychiatry;*
3. Assess the needs of different groups of individuals and ascertain benefits/risks to using mobile technology to promote health;
4. Apply knowledge learned about mobile devices to subsequently manage the health needs of special populations.

**Articles and other Readings**

Picot J. (2015). What Telehealth Can Do For You: Electronic and Mobile Health Care in the Connected Age. Jocelyne

 Picot.

West D. (2012). How Mobile Devices are Transforming Healthcare. *Issues in Technology Innovation* No 18.

Arsand E, Tatara N, Ostengen G, et al. (2010). Mobile phone-based self-management tools for type 2 diabetes: The few

 touch application. *Journal of Diabetes Science and Technology*. Vol 4 (2): 328 – 336.

Carter MC, Burley VJ, Nykajer C, et al. (2013). Adherence to a smartphone application for weight loss compared to

 website and paper diary: Pilot randomized controlled trial. *J. Med. Internet Res*. Vol 15 (4): e32.

Britto MT, Munafo JK, Schoettker PJ. (2011). Pilot and feasibility test of adolescent-controlled text message reminders.

 *Clinical Pediatrics* 51: 114 – 121.

Strandbygaard U, Thomsen SF, Backer V. (2010). A daily SMS reminder increases adherence to asthma treatment. A

 three-month follow-up study. *Respiratory Medicine* 104, 166-171.

Prociow P, Wac K, Crow I. (2012). Mobile psychiatry: Towards improving the care for bipolar disorder. *International*

 *Journal of Mental Health.*doi: 10.1186/1752.4458-6-5.

Borrelli B and Ritteband LM. 2015. Special Issue on eHealth and mHealth. *Health Psychology*, 34: suppl, 1205 -1208,

 <https://www.apa.org/pubs/journals/releases/hea-hea0000323.pdf>

The mHealth Opportunity in Sub-Sahara Africa: The Path Towards Practical Application. (2012) *Deloitte*  <http://www2.deloitte.com/content/dam/Deloitte/nl/Documents/technology-media-telecommunications/deloitte-nl-mhealth.pdf>

**Videos**

TedTalk: What is mHealth, <http://managemypractice.com/what-is-mhealth-a-ted-talk-predicts-healthcare-in-2016/>

TedTalk: P. Vandervoort. Mobile Health – The Future of Medicine?

 <https://www.youtube.com/watch?v=9Hi8jm80uJI>

Healthcare Team – Facing Apps,

<https://www.youtube.com/watch?v=jlBRmgLGSdw&ebc=ANyPxKqv7WV3FIy-f4aTYC-S8sEVq-ToiDz0F247HLCTnf23CfWkRFpIlNPtoi74jCPl6Boc3UtNlRrxosRDFaH4SRTA2ugAuw>

Telemedicine

<https://www.youtube.com/watch?v=JJvmsMZoBzw>

<https://www.youtube.com/watch?v=iIpWjfR2k9I>

<https://www.youtube.com/watch?v=NFIOuy3J-IQ>

Telepsychiatry

<https://www.youtube.com/watch?v=Ad52xLv_w-I>

<https://www.youtube.com/watch?v=g8_5hCF2q6I>

 <https://www.youtube.com/watch?v=K30oPWhM2sU>

Special Populations: Indian Healthcare, Correctional Institutions, Army Veteran

<https://www.youtube.com/watch?v=Uiirg0szrnA>

<https://www.youtube.com/watch?v=dq59aHFpvPU>

<https://www.youtube.com/watch?v=h0Fabmigri4&ebc=ANyPxKoYm_IilIGzM2IXeQZC5idbpVHx6zvSMEEcIY0sArIOAUW65yOvSYl5gwGLUPCpdziZB96psYlxJlfItSuzdVxe7GApEA>

**Websites**

Designing Mobile Apps

<http://www.designyourway.net/blog/inspiration/the-basics-of-designing-mobile-apps/>

<http://www.infoworld.com/article/2612190/mobile-apps/heed-these-10-expert-tips-for-mobile-app-design.html>

Telehealth and Mental Health

<http://health.usnews.com/health-news/patient-advice/articles/2015/01/15/telepsychiatry-the-new-frontier-in-mental-health>

Special Populations and Telehealth

<https://www.ruralhealthinfo.org/community-health/project-examples/749>

<https://www.ruralhealthinfo.org/rural-monitor/rural-telehealth-capabilities-and-outreach/>

**Important links for this class**

APA information <http://owl.english.purdue.edu/owl/resource/560/01/>

Check for peer review journals http://ulrichsweb.serialssolutions.com.offcampus.lib.washington.edu/

**Online Technology in this class (see CANVAS)**

The use of online technology at UWT necessitates that you, the student, have the necessary skills to complete all assignments. ***It will be your responsibility*** to check that your personal computer and software do access all online materials in this class. Since you may have different systems, faculty cannot help with computer difficulties related to individual systems. Free software can be downloaded to help (talk to *computer help* on campus).

In order to see if you are prepared for online technology, see this information

<http://www.tacoma.uw.edu/teaching-learning-technology/successful-online-learner>

**Manage your computer.** You will need a fast, reliable machine and connection to the internet.

1. You should have at least **TWO browsers**, as no browser/hardware combination can effectively handle all file types. We recommend CHROME and FIREFOX for all machines; Internet Explorer for Windows; and Safari for Apple.
2. **Windows hardware:** be sure your computer is at minimum a Pentium 4 running recent operating systems (Windows 7 or 8).
3. **Apple hardware:** be sure your computer is at minimum a PowerPC running recent versions of OS X (10.5 or higher).
4. Minimum 2 GB of **memory (RAM)**
5. The latest version of **Java** available from: <http://www.java.com/en>
6. The latest version of **QuickTime** available from: <http://www.apple.com/quicktime>

There are resources on campus that will help with technology concerns. The IT help desk provides the first point of contact for UW Tacoma students needing assistance with technology:

* 253.692.HELP (4357)
* E-mail tachelp@uw.edu
* Visit the help desk counter in [WG 108](http://www.tacoma.washington.edu/campus_map/bldg_wg.cfm)

 <http://www.tacoma.uw.edu/information-technology>

You will have to make sure that you can negotiate Canvas in order to be successful. If you have questions about this program, please go to <http://www.tacoma.uw.edu/canvas/getting-started>

You can stop at any computer lab and the staff will be happy to help you [http://www.tacoma.uw.edu/information-technology/computer-labs-study-area\](http://www.tacoma.uw.edu/information-technology/computer-labs-study-area%5C)

**Course Requirements**

1. **Class participation (10 points)**

Active participation is a graded expectation of course activities. Active participation is extremely important; your insight and participation in discussions are critical elements of the class. Active participation means:

* Student being present in the class.
* Student contributions that relate to the topic and are substantiated by conclusions drawn from class readings and discussions.
* Participation also includes group responsibility. That is, each student should remain respectful of all other students and foster a supportive and safe group environment.
* Dominating the discussion is as detrimental to the group experience as nonparticipation.
* Participation means the student: being on time; regularly contributes to small and large group discussions; supports participation by all class members; contributions to discussion reflect readings (not simply personal opinions); and raises relevant and complex issues for discussion.
* Use of electronic devices that distract from the environment or learning in the classroom affects your participation as well as other students in the class. Electronics can only be used with permission of the instructor. This will affect your participation grade.

**II. Online Blogging (15 points)**

* RESEARCH
	+ Go to a mobile app site:

<https://play.google.com/store/apps/category/HEALTH_AND_FITNESS/collection/topselling_free>

* + Assess several apps based on the following criteria:
		- What the apps are designed to do?
		- How easy is it to navigate through the apps?
			* How clear is the information provided?
			* Difficulty level of the information presented?
			* Are there information that detract from the main objective of the applications?
		- How and when should the apps be used?
		- Who should use the apps (target population)?
		- What are the strengths and weaknesses of the device in your opinion?
		- What are the benefits and risks of the apps?
		- Do the benefits outweigh the risks? Why or why not?
* OUT OF CLASS BLOGGING – **DUE APRIL 14**
	+ Write a blog about 2 apps (one you perceive to be beneficial and another perceived to be non-beneficial). Address the following topics in your blog:
		- Brief **description** of each of the two app, what each is designed for and for whom.
		- What are the **strengths and weaknesses** of each app?
		- Why do you **recommend (or not recommend)** each device?
		- What are **ways to improve** the device (cite class readings/lectures)?
* RESPOND TO TWO OTHER BLOGS FROM YOUR PEERS – **DUE APRIL 15**

*Grading: thoughtfulness of responses, demonstrated familiarity with readings, fostering a supportive and safe group environment; and, posting in the time-frame specified.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Unacceptable****0 Points** | **Acceptable****78% of grade** | **Good** **95% of grade** | **Excellent****100% of grade** |
|  |  |  |  |  |
| **Initial Assignment Posting** | Posts no assignment. | Posts late Adequate assignment with superficial thought and preparation; Does not address all aspects of the task. | Posts well-developed thoughts that address all aspects of the task; Lacks full development of concepts. | Posts well developed thoughts that fully addresses and develops all aspects of the task. |
| **Follow-Up Postings** | Posts no follow-up responses to others. | Posts shallow contribution to discussion (e.g., agrees or disagrees); Does not enrich discussion. | Elaborates on an existing posting with further comment or observation. | Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts. |
| **Content****Contribution** | Posts information that is off-topic, incorrect, or irrelevant to discussion. | Repeats but does not add  |  Lacks full development of concept or thought. | Posts factually correct, reflective and substantive contribution;Advances discussion. |
| **References & Support** | Includes no references or supporting experience. | Uses personal experience, but no references to readings or research. | Incorporates some references from literature and personal experience. | Uses references to literature, readings, or personal experience to support comments. |
| **Clarity & Mechanics** | Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate. | Communicates in friendly, courteous, and helpful manner with some errors in clarity or mechanics. | Contributes valuable information to discussion  | Contributes to discussion with clear, concise comments formatted in an easy to read style  |

1. **Assignment #1 Mobile App Blueprint Presentation (25 points)**

Background

You are required to develop a mobile application to address a health condition. Some examples of conditions include (but you are not limited to) the following:

1. Postpartum Depression
2. Panic Disorder Management
3. Engagement in Prostate Cancer Screening
4. Binge Drinking
5. Anger Management
6. Adherence to HIV medications
7. Another topic of your choice (cleared first with instructor)

Components of Protocol

1. *Schematic layout of the mobile application*
* Please include a visually stimulating image (this can be obtained using the “image” function of *Google*)
* Lay out the user interface (UI) features

(Review lecture notes for this)

1. *Description of the User Interface (UI)*

For each UI, describe what is presented in text in the application for the user. Remember brevity while communicating substantive information is the objective.

Example:

***About*** – tell what app is designed to do, who is the target audience, how is it to be used, when is it to be used

Factors to Consider

1. *Diversity of information*
2. *For an effective mobile health application you must have the following components*
* *Catchy front page*
* *About* UI – what is app designed to do?
* *Intervention UI* – what is the approach to addressing the anxiety condition?
* *Assessment UI* – how will anxiety be assessed (e.g., analog scale)?
* *Results UI* – display of pre and post assessment outcome
* *Learn UI* – gives additional background information that can be helpful to the user
1. *Cite the source of all external information*

See below, if you wish to access other mobile applications for review (access to a smart phone or tablet is necessary)

iTunes:

<https://itunes.apple.com/us/itunes-u/mobile-applications/id514199160>

Free app site:

<https://play.google.com/store/apps/category/HEALTH_AND_FITNESS/collection/topselling_free>

\*\*\*You will work in groups of 3 for this assignment and present your findings to the class. You will therefore **have one product**, for each group\*\*\*

***Grading:***

Schematic Layout 5 points

User Interface 10 points

* About (2)
* Intervention (2)
* Assessment (2)
* Results (2)
* Learn (2)

Visual Appeal 5 points

Overall presentation 5 points

* Clarity
* Grammar
* Full member involvement

***Students will select preferred days to present (Choices = 4/28 or 5/23)***

1. **Assignment #2: Mental Health Case Study Analysis (15 points)**

Review case studies (*to be posted on Canvas*) of individuals affected by different types of psychiatric conditions. As a group, consider how you might use telemedicine to work with the patient. Some considerations include:

* Brief description of the condition (3 pts.)
* How long has the person experienced the condition (2 pts.)
* What device(s) will you use to diagnose and treat? Explain why (4 pts.)
* How frequent will the patient need to be seen and explain reasons for selected time frame (2 pts.)
* What is your final diagnostic assessment of the patient (1 pt.)
* *Writing (spelling and grammar)* (3 pts.)

You will submit a 3-5 APA write-up of your group findings. Please note that although you will discuss the patient in groups, your write-up is individual and thus, should not be an exact replica of your group members.

* You must include the following
	+ Title page
	+ Introduction
	+ Section Headings (designating the body of your report)
	+ Conclusions
	+ References

***Please note that Case Studies will be posted online at least 1 week before they are due***

***Due before class on May 26***

1. **Assignment #3: Special Population Presentations (35 points)**

Using the Blueprint that you developed for Assignment #1, apply the device to a priority population. Your tasks are as follows:

* Research a group of individuals (e.g., *teenagers* for the postpartum app) who you think might benefit from the device you’ve developed
	+ Explain why you feel the target group might benefit (research needed to answer this question)
* Include additional elements to the device that will be needed to assure maximal benefit to the target group; some examples include:
	+ SMS/texting capacity with a care provider
	+ Patient data monitoring
	+ Capacity for patient to send information to care provider
	+ Informational videos
* Describe how the patient will use the device
	+ How often
	+ Will there be exchange of information with care provider (will this be bidirectional or unidirectional)
	+ Additional information
* Present your findings to the class
	+ Present patient background and reasons selected for using your device
	+ Present a new blueprint which include the additional features
	+ Discuss the benefits of the device
	+ Discuss potential risks
	+ Discuss how patient will interface with the device

***Students will preselect days to present (5/26 or 5/31)***

***Grading:***

|  |  |
| --- | --- |
| Elements | Points |
| Research* Who is the target group
* Why will the group benefit from using the device (what is the problem)
 | 8 |
| Inclusion of additional features* New features added beyond the items for original device
* Why the new features are necessary to address the patients’ concerns
 | 7 |
| Description of how patient will use device* Frequency of use
* Will there be interactions with others (e.g., doctor)
* What is patient expected to do with information
 | 8 |
| Benefits and Risks | 4 |
| Visual Appeal of Blueprint | 5 |
| Overall Presentation* All group member participation
* Clarity of presentation
* Spelling or grammatical concerns
 | 3 |

**Course Outline**

**Week #1: March 29 Tuesday – March 31 Thursday**

**March 29 Tuesday: LECTURE & DISCUSSION - Introduction to mHealth**

**Required Readings**

* Papers:
	+ Wilson W. NIH: Technologies to Realize the Promise of Reducing Health Disparities

**March 31 Thursday: LECTURE & DISCUSSION - Introduction to Mobile Apps**

**Required Readings**

* Papers:
	+ West D. (2012). How Mobile Devices are Transforming Healthcare. *Issues in Technology Innovation* No 18.
* Videos:
	+ TedTalk: What is mHealth? <http://managemypractice.com/what-is-mhealth-a-ted-talk-predicts-healthcare-in-2016/>
	+ TedTalk: P. Vandervoort. Mobile Health – The Future of Medicine?, <https://www.youtube.com/watch?v=9Hi8jm80uJI>
	+ Healthcare Team – Facing Apps, <https://www.youtube.com/watch?v=jlBRmgLGSdw&ebc=ANyPxKqv7WV3FIy-f4aTYC-S8sEVq-ToiDz0F247HLCTnf23CfWkRFpIlNPtoi74jCPl6Boc3UtNlRrxosRDFaH4SRTA2ugAuw>

**Week #2: April 5 Tuesday – April 7 Thursday**

**April 5 Tuesday: LECTURE & DISCUSSION - Mobile Apps and Health Research: Part I**

**Required Readings**

* Articles:
	+ Arsand E, Tatara N, Ostengen G, et al. (2010). Mobile phone-based self-management tools for type 2 diabetes: The few touch application. *Journal of Diabetes Science and Technology*. Vol 4 (2): 328 – 336.
	+ Carter MC, Burley VJ, Nykajer C, et al. (2013). Adherence to a smartphone application for weight loss compared to website and paper diary: Pilot randomized controlled trial. *J. Med. Internet Res*. Vol 15(4): e32

**April 7 Thursday: LECTURE & DISCUSSION - What Makes an App Effective?**

**In-Class Discussion (BYOD)**

**Week #3: April 12 Tuesday – April 14 Thursday**

**April 12 Tuesday: OUT OF CLASS RESEARCH -Mobile Apps and Health Research: Part II**

* + Students research health-based app (they do not currently own)
	+ Go to mobile app store
	+ Conduct research on several apps:

**April 14 Thursday: Out of Class BLOGGING**

* + Write a blog about (2) apps perceived to be most (and least) beneficial

**Deliverable: Blog on the app + Posting on two other bloggers**

**Week #4: April 19 Tuesday – April 21 Thursday**

**April 19 Tuesday: Lecture & DISCUSSION - Designing a Blueprint for a Mobile App –**

* Website:
	+ <http://www.designyourway.net/blog/inspiration/the-basics-of-designing-mobile-apps/>
	+ <http://www.infoworld.com/article/2612190/mobile-apps/heed-these-10-expert-tips-for-mobile-app-design.html>

**April 21 Thursday: OUT OF CLASS RESEARCH -Designing a Blueprint for a Mobile App**

* Research a health condition
	+ Research on putting app together
	+ Research how to structure application

**Week #5: April 26 Tuesday – April 28 Thursday**

**April 26 Tuesday: Out of Class Research**

**April 28 Thursday: Presentations (In-Class)**

**Week #6: May 3 Tuesday – May 5 Thursday**

**May 3 Tuesday: Presentations**

**May 5 Thursday: LECTURE & DISCUSSION - Texting and Health Promotion**

* Article:
	+ Britto MT, Munafo JK, Schoettker PJ. (2011). Pilot and feasibility test of adolescent-controlled text message reminders. *Clinical Pediatrics* 51: 114 – 121
	+ Strandbygaard U, Thomsen SF, Backer V. (2010). A daily SMS reminder increases adherence to asthma treatment. A three-month follow-up study. *Respiratory Medicine* 104, 166-171

**Deliverable: Mobile App Blueprint Group Presentations**

**Week #7: May 10 Tuesday – May 12 Thursday**

**May 10 Tuesday: LECTURE & DISCUSSION - Telemedicine**

* Book Chapters:
	+ Picot J.(2015). What Telehealth Can Do For You: Electronic and Mobile Health Care in the Connected Age. Jocelyne Picot.
* Videos:
	+ - <https://www.youtube.com/watch?v=JJvmsMZoBzw>
		- <https://www.youtube.com/watch?v=iIpWjfR2k9I>
		- <https://www.youtube.com/watch?v=NFIOuy3J-IQ>

**May 12 Thursday: LECTURE & DISCUSSION - Telepsychiatry**

* Articles:
	+ Prociow P, Wac K, Crow I. (2012). Mobile psychiatry: Towards improving the care for bipolar disorder. *International Journal of Mental Health.*doi: 10.1186/1752.4458-6-5.
	+ Borrelli B and Ritteband LM. 2015. Special Issue on eHealth and mHealth. *Health Psychology*, 34: suppl, 1205 -1208, <https://www.apa.org/pubs/journals/releases/hea-hea0000323.pdf>
* Website:
	+ <http://health.usnews.com/health-news/patient-advice/articles/2015/01/15/telepsychiatry-the-new-frontier-in-mental-health>
* Videos:
	+ <https://www.youtube.com/watch?v=Ad52xLv_w-I>
	+ <https://www.youtube.com/watch?v=g8_5hCF2q6I>
	+ <https://www.youtube.com/watch?v=K30oPWhM2sU>

**Week #8: May 17 Tuesday – May 19 Thursday**

**May 17 Tuesday: LECTURE & DISCUSSION - Special Populations and Telemedicine**

Article:

* + <http://www2.deloitte.com/content/dam/Deloitte/nl/Documents/technology-media-telecommunications/deloitte-nl-mhealth.pdf>
* Websites:
	+ <https://www.ruralhealthinfo.org/community-health/project-examples/749>
	+ <https://www.ruralhealthinfo.org/rural-monitor/rural-telehealth-capabilities-and-outreach/>
* Videos:
	+ <https://www.youtube.com/watch?v=Uiirg0szrnA>
	+ <https://www.youtube.com/watch?v=dq59aHFpvPU>
	+ <https://www.youtube.com/watch?v=h0Fabmigri4&ebc=ANyPxKoYm_IilIGzM2IXeQZC5idbpVHx6zvSMEEcIY0sArIOAUW65yOvSYl5gwGLUPCpdziZB96psYlxJlfItSuzdVxe7GApEA>

**May 19 Thursday: In-Class Group Work**

* + Group work on case analyses
	+ Group discussion about case studies

**Week #9: May 24 Tuesday – May 26 Thursday**

**May 24 Tuesday: OUT OF CLASS (Work on Presentations)**

**May 26 Thursday: Presentations (in-Class)**

..

**Deliverable: Case Study Write-up (from previous discussions) 3-5 pages**

**Week #10: May 31 Tuesday - June 2 Thursday**

**Presentations and Debriefing**

**Deliverable: Special Population Group Presentations**

**Course Grades**

 **Class Participation 10 points**

**Online Blog 15 points**

 **Assignment #1 Mobile App Blueprint Presentations 25 points**

**Assignment #2 Mental Health Case Study Analysis 15 points**

**Assignment #3 Special Populations Presentations 35 points**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **100 points**

**Late Policy:**

Five % points will be deducted per day for late assignments: For example if a paper worth 10% points is a day late, the maximum score it can receive would be 5%.

## ***Undergraduate Grading Scale***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4.0 | 100-98% | A | 2.9 | 87% | B |
| 3.9 | 97% | A | 2.8 | 86% | B- |
| 3.8 | 96% | A- | 2.7 | 85% | B- |
| 3.7 | 95% | A- | 2.6 | 84% | B- |
| 3.6 | 94% | A- | 2.5 | 83% | B- |
| 3.5 | 93% | A- | 2.4 | 82% | C+ |
| 3.4 | 92% | B+ | 2.3 | 81% | C+ |
| 3.3 | 91% | B+ | 2.2 | 80% | C+ |
| 3.2 | 90% | B+ | 2.1 | 79% | C |
| 3.1 | 89% | B | 2.0 | 78% | C |
| 3.0 | 88% | B | 1.9 | 77% | C |

Correspondence between number grades and letter grades is as follows:

**BSN and HCL Scale**

Percent equivalents set by Nursing & Healthcare Leadership Programs. Grading Scale per University of Washington Guidelines, see URL: [www.washington.edu/students/gencat/front/Grading\_Sys.html](http://www.washington.edu/students/gencat/front/Grading_Sys.html) for more information.

**Classroom Behavior:**

Students are expected to have knowledge of appropriate student conduct and the UW Student Conduct Code: [www.tacoma.washington.edu/studentaffairs/SS/conduct\_about.cfm](http://www.tacoma.washington.edu/studentaffairs/SS/conduct_about.cfm). Students are not allowed to engage in behavior or conduct that disrupts the class or fellow students. Examples include, but are not limited to: talking during lecture, interrupting classmates or speakers, use of cell phones or audible pagers. Use of laptops, which distracts from the material in class. Please be respectful of your fellow students. If disruptive behavior occurs, the student(s) will be asked to leave the classroom; the excused student(s) will be held responsible for the classroom material. Laptops can only be used with permission of instructor. Electronic equipment can only be used with faculty permission in class. NO TEXTING. No audio recording

**Disability Statement:**

*Disability Support Services*

*If you would like to request academic accommodations due to a disability, please contact Disability Support Services, MAT 253, E-mail:* dssuwt@u.washington.edu*, 253-692-4522, [TDD: 253 692-4413]. If you have a letter from Disability Support Services indicating that you have a disability that requires academic accommodations, please present the letter to the course faculty so the accommodations needed for class can be discussed.* Please contact the DSS reception desk at 692-4522, or visit <http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/>

# *Inclement Weather: Campus Closure/Class Cancellation Policy*

*For information about UW Tacoma Campus closure, call 253-383-4636 (253-383-INFO).* ***Do not*** *call the central UWT switchboard for information about class cancellation. If campus operations have not been suspended, a class may still be canceled, faculty will let students know via e-mail, message on their voice mail, and will leave a message with the Nursing and Healthcare Leadership Program office. If a student still has questions, they should call the Program office at 253-692-4470. Unless there is a message that class is cancelled, assume that class will be held as scheduled. Sign up for e-mail and text emergency alerts at:* [*www.tacoma.washington.edu/security/alert/*](http://www.tacoma.washington.edu/security/alert/)

**Plagiarism and Academic Honesty**

*A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing, or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation. See also the statement adapted by the Nursing Program at UW Tacoma:* [*www.tacoma.washington.edu/nursing/current\_students/honesty.cfm*](http://www.tacoma.washington.edu/nursing/current_students/honesty.cfm) *“*

 "This course may require electronic submission of assignments through the plagiarism detection service Turnitin

(http://www.turnitin.com ). Turnitin is an online anti-plagiarism detection service. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use posted at the UWT Turnitin Technology Scholarly Works site (**http://www.tacoma.uw.edu/teaching-learning-technology/turnitin-students**).