The Department of Health Sciences supports *inclusivity* - the state of all-embracing that is culturally attune, and which incorporates the needs and viewpoints of diverse communities to create an environment that feels welcoming to everyone, and where each individual feels he/she is valued.

I. **Course Description:**
   Health Care Delivery explores the history of health care delivery and how it has evolved to the current state. Contemporary trends in health care and ethical issues are considered. The importance of a system approach is emphasized. The continuum of care and the role of providers are discussed. The influence of reimbursement, payment processes, regulations, compliance demands, standards, quality assurance, and accreditation are explored.

**Rationale:** The course introduces the historical development, structure, operation, as well as current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources and the establishment of priorities, and the relationship of health care costs to measurable benefits. The course enables students to assess the role of organized efforts to influence health policy formulation, and the contributions of medical technology, research findings, and societal values on our evolving health care delivery system. This is a required course within the major.

II. **Course Prerequisites**
   **A. Previous courses/experience:** None
III. Course Goals:

1. The learner will develop understanding of the quad function of U.S. Health Care, group process skills, and ability to discern access, quality, and cost in various domestic and global health care systems.
2. The learner will be gain factual knowledge which includes health care system terminology, classification of systems within health care, methods of health care delivery and trends that are developing in the current system.
3. The learner will gain skills in working with others as part of a team.
4. The learner will be able to find and use resources to answer questions and solve problems related to the health care delivery system.

This course falls under the System-wide Graduation Requirements (SGR) goal of Expertise, with students focusing on one or more areas of in-depth study through their major and minor coursework, developing a level of expertise that will serve them not only in their intended career but also as educated citizens.

IV. Student Learning Outcomes:

Upon completion of this course the student will:

1. Acquire skills to work effectively with others.
2. Develop skills to communicate effectively in verbal and written form.
3. Develop skills to use resources for in-depth understanding and answering questions.
4. Compare and contrast the U.S. health care system with that of models of health care delivery in other industrialized nations.
5. Describe the private, governmental, professional and economic contributions to the development and operation of the health care system.
6. Describe systems processes, the types and interrelationships of health care facilities, services, and personnel.
7. Recognize the special problems of high-risk populations and health system responses.
8. Identify the major ethical, economic, professional and legal issues confronting providers, insurers, and consumers.
9. Identify and describe the quality control activities of the current health care system and relate service provider behaviors to legal, ethical, and financial considerations.
10. Understand important challenges of public sector health policy making.

V. Program Outcomes: HSC 310 is designed to assist the student in developing the following outcomes of the intended eight end-of-program outcomes for the health sciences major:

- Communication
- Professionalism
- Teamwork
- Leadership
- Problem Solving
VI. Required Textbook(s)

<table>
<thead>
<tr>
<th>BOOK</th>
<th>AUTHOR</th>
<th>ED</th>
<th>YEAR</th>
<th>PUBLISHER</th>
<th>ISBN#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivering Health Care in America</td>
<td>Shi</td>
<td>6th</td>
<td>2015</td>
<td>Jones &amp; Bartlett</td>
<td>9781284074635</td>
</tr>
</tbody>
</table>

VII. Instructional Methods include:

1. Traditional Experiences
   a. Individual collaboration in online discussions
   b. Online small group work: activities/projects/discussions

2. Performance Experiences
   a. Participation in class activities
   b. Current Events
   c. Exams and quizzes
   d. Team projects

VIII. Evaluation Procedures: Because of the online nature of this course and the lack of face-to-face interaction, it is important that students maintain a regular course presence. With this in mind, many of your assessments will be centered on your contribution to the course discussions and projects.

1. **Discussions:** Weekly discussions will form the core route to learn the course material each week and will assure you have the opportunity to fully investigate the topics in question. To complete each weekly discussion, students are required to share a current article (with active link to the article) with the class in the discussion forum provided and draft a brief summary (in your own words) of the article for review by your peers. There will be no duplicate articles allowed and each student is required to respond to at least two peers’ posts. This requires all class members to review prior posts in advance of article submission and should incentivize everyone to post materials early for follow up conversation and discussion. This approach will also provide a unique review of as many articles as there are students in the class each week. Original author discussions should include a discussion of either the article’s connection to current events and/or how the subject matter relates to concepts presented in the text. Response input should develop on prior content and augment the discussion. Single sentence or superficial comments will not be considered sufficient for credit. The weekly discussion will close at midnight on the last day of the course week (Sunday). Late contributions will not be considered for grading. Make up discussions will only be available under conditions such as
serious illness, family emergencies, etc., and will be provided solely at the discretion of the instructor. Note: students are encouraged to review the enclosed website before initiating courseroom discussions. The expectation is for the summaries to be developed in your own words. Mosaic or verbatim ‘cut and paste’ plagiarism will be closely monitored.

http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054

2. **Exams**

   a. Two exams will be offered via D2L and will be available for one week. Once the exam is closed, it will not be reopened.

   b. Exams will not be proctored. You will have access to all of your notes and materials unless otherwise specified.

   c. Exam and quizzes will be graded and scores posted within a reasonable amount of time (typically 1 week) of exam window closure.

3. **ePortfolio Team Research Project**: Within the first couple of weeks, you will be assigned to a Team to coordinate with to complete your Team Project. Groups will generally be about 5 people in size. The purpose of the research paper is to enable students to develop and refine their research and writing skills in the practice of management. Students will select a health services topic of interest to research and prepare a 10-12 page (excluding cover page and references) research paper. A **proposed topic will be submitted to the instructor by the fourth week of class for approval**. Topics should delve into or expand upon areas covered in the textbook and class discussion. The topic proposal, when submitted, will provide a brief review of the literature on the topic of interest and must include at least three sources. Appropriate sources include published books, articles in peer reviewed journals, and popular press print media. Blog and other forms of online editorial materials are generally not considered sufficient. The final paper must be typed (1 inch margins/10-12 point font), double-spaced, and follow *Publication Manual of the American Psychological Association*, 6th ed. (APA) format. Papers should include a title page, abstract, introduction, body (with 3 -5 main discussion areas), conclusion and references section. Students will cite at least ten relevant and valid sources in the final paper. An example format for the paper can be found at the site below:

   [https://owl.english.purdue.edu/owl/resource/560/18/](https://owl.english.purdue.edu/owl/resource/560/18/)

   Note: originality detection software will be used to screen for non-original work. Papers containing over 15% non-original source content or not received by the last day of class will not be considered for grading.

   Each student will complete an individualized ePortfolio and will upload the major course assignments to the ePortfolio. The evaluation of the research paper will be based on the following criteria:
Content – Quality of research based on substance of material presented and depth and breadth of research.

Context – Logic, clarity, and organization of material, as well as demonstrated importance of topic to health care delivery.

Form – Adherence to the provided format and style manual and extent to which the work meets graduate level attention to grammar and appearance.

4. Grading for Coursework Required within the Major

The grading scale used for all HSC prefix coursework is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>800-0-899.9</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>700-0-799.9</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>600-0-699.9</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>0-599.9</td>
</tr>
</tbody>
</table>

1. A maximum of 1000 points can be earned in this course.
2. Grades will be posted in D2L.
3. No extra credit can be earned in any HSC prefix course.
4. Assignment and Course Completion:

   a. Any course assignments that are not submitted by the established deadline will result in a grade of zero (0) for the assignment.

   b. The final course grade may be reduced by up to 15% of the total points earned for behavior that is not consistent with that expected of a professional person, including late assignments or failing to hand in completed assignments. For example if you earn 800 points for completed work, but chose to not complete an assignment, your course grade earned could be a “D”. This is calculated in the following manner: Fifteen percent (15%) of 800 points is 120 points (800 – 120 = 680 which is a 68% or a “D”).
IX. Electronic Communication:

1. Because of ever-increasing reliance on electronic communications to more effectively and efficiently conduct official business with students of the University of South Dakota, certain electronic communication standards must be set by the University. As a result, email and announcements posted in myUSD Portal are considered official forms of communication at the University of South Dakota. It is imperative students understand that portal announcements and the University assigned e-mail addresses associated with the USD account shall be the official means of communication while they are a student and that they are responsible for information conveyed via announcements and email. The University has the right to expect that those communications be read in a timely fashion.

2. All formal electronic communication between the department faculty and student will occur via the D2L communication system. You can forward D2L email to your University coyote.edu address.

3. You cannot respond to an email sent from D2L through your coyote account. You will still need to respond to the email through D2L.

4. For more information on using D2L please visit the portal: https://d2l.sdbor.edu/

X. Technology Requirements:

1. Students registered for HSC 310 are required to have internet access and a current USD e-mail address. All computers should be able to run the latest editions of operating systems and programs utilized during the course. All course communication will be facilitated within D2L including notices and updates, assignments, drop-box submissions, and grades. Please contact the USD Information Technology Services Help Desk for assistance with D2L. Office: Slagle Hall Room 18B, (605) 658-6000, https://portal.usd.edu/technology/helpdesk/

2. Internet browser: Refer to CDE Online Orientation for this information. The orientation guide contains important information on accessing USD’s resources available to you online.

3. Information Technology Services (ITS): The ITS Help Desk provides prompt, knowledgeable and courteous computing support services.

   a. ITS Help Desk is located in the I.D. Weeks Library, Room # 104.
   b. Online Request Form - Create a support ticket with the ITS Help Desk Email Available 24x7: https://portal.usd.edu/technology/helpdesk/
   c. Phone Available 24x7
      i. On Campus: 605-658-6000
      ii. Toll Free: 877-225-0027
   d. ITS is closed on university holidays

4. Desire2Learn - D2L: Desire2Learn (D2L) is a course management system that is used by all South Dakota Board of Regents Universities. The Department of Health Sciences faculty uses D2L for all coursework, whether it is delivered on or off-campus. All coursework materials are provided within the D2L course and are available electronically to students 24/7. All course communication is facilitated within D2L including lecture notes, slides, assignments, drop-box submissions, and grades.
5. **Turnitin:** The Department of Health Sciences requires all writing assignments for the Health Sciences Major to be submitted to Turnitin to check for plagiarism. For your convenience, TurnItIn has been integrated directly into the D2L Dropbox tool.

6. **Collaborate Ultra:** Collaborate Ultra may be used for class participation and to share information and documents in an online session. Collaborate Ultra is a new, user-friendly version of Collaborate, available on desktops, laptops, and mobile devices. For the best experience using Collaborate Ultra, participants should use Google’s Chrome web browser. For an orientation guide please visit: https://docs.google.com/document/d/192rZjeIy25tP261-fmE9Q7YQjly_tkT66zF891_0oPo/edit?ts=57966337

**XI. Course Schedule:** HSC 310 is offered in the **Fall 2017** term

<table>
<thead>
<tr>
<th></th>
<th>HEALTH CARE BELIEFS, VALUES &amp; DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>READINGS:</strong> Shi and Singh Chapters 1 - 2</td>
</tr>
<tr>
<td>Aug 21 - 27</td>
<td></td>
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<table>
<thead>
<tr>
<th></th>
<th>HEALTH PROFESSIONALS &amp; EVOLUTION OF CARE IN THE US</th>
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<tbody>
<tr>
<td>2</td>
<td><strong>READINGS:</strong> Shi and Singh Chapter 3 - 4</td>
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<tr>
<td>Aug 28–Sep 3</td>
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<thead>
<tr>
<th></th>
<th>MEDICAL TECHNOLOGY AND HEALTH SERVICES FINANCING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>READINGS:</strong> Shi and Singh Chapter 5 – 6</td>
</tr>
<tr>
<td>Sep 4 - 10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>INPATIENT &amp; OUTPATIENT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>READINGS:</strong> Shi and Singh Chapter 7 - 8</td>
</tr>
<tr>
<td>Sep 11 - 17</td>
<td></td>
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</tbody>
</table>

Submit Research Paper Topic Proposal (One page) DUE Sep 17th  
- Identify topic  
- Brief one paragraph summary of problem or opportunity  
- Three (3) key references

<table>
<thead>
<tr>
<th></th>
<th>MID TERM EXAM (Chapters 1 – 6)</th>
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<tbody>
<tr>
<td>5</td>
<td><strong>MID TERM EXAM</strong> DUE Sep 24th – Please submit to the Dropbox in the Courseroom</td>
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<tr>
<td>Sep 18 - 24</td>
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<thead>
<tr>
<th></th>
<th>MANAGED &amp; LONG TERM CARE</th>
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<tbody>
<tr>
<td>6</td>
<td><strong>READINGS:</strong> Shi and Singh Chapter 9 - 10</td>
</tr>
<tr>
<td>Sep 25–Oct 1</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
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<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Oct 2 - 8</td>
<td><strong>SOCIAL &amp; COST / QUALITY / ACCESS COMPONENTS OF CARE</strong></td>
</tr>
<tr>
<td></td>
<td>READINGS: Shi and Singh Chapter 11 - 12</td>
</tr>
<tr>
<td>Oct 9 - 15</td>
<td><strong>HEALTH POLICY &amp; THE FUTURE OF THE INDUSTRY</strong></td>
</tr>
<tr>
<td></td>
<td>READINGS: Shi and Singh Chapter 13 - 14</td>
</tr>
<tr>
<td>Oct 16 - 22</td>
<td><strong>FINAL EXAM (Chapters 1 – 14)</strong></td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM DUE Oct 22nd – Please submit to the Dropbox</td>
</tr>
<tr>
<td>Oct 23 - 29</td>
<td><strong>PAPER FINAL RESEARCH &amp; PREPARATION WEEK #1</strong></td>
</tr>
<tr>
<td></td>
<td>Research your approved topic with your Group.</td>
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<tr>
<td></td>
<td>Suggested collaboration resources available for</td>
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<tr>
<td></td>
<td>collaboration:</td>
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<tr>
<td></td>
<td>• Freeconferencecall.com (set up free account &amp; number)</td>
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<tr>
<td></td>
<td>• Dropbox.com (set up free collaboration dropbox for</td>
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<tr>
<td></td>
<td>use by the Group)</td>
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<tr>
<td>Oct 30 – Nov 5</td>
<td><strong>PAPER FINAL RESEARCH &amp; PREPARATION WEEK #2</strong></td>
</tr>
<tr>
<td></td>
<td>Research your approved topic with your Group.</td>
</tr>
<tr>
<td>Nov 6 - 12</td>
<td><strong>PAPER PEER REVIEW DRAFT DUE</strong></td>
</tr>
<tr>
<td></td>
<td>Submit Research Paper Topic Draft for Peer Review DUE</td>
</tr>
<tr>
<td></td>
<td>Nov 13th</td>
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<tr>
<td></td>
<td>• One member of group submit paper for review in the</td>
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<tr>
<td></td>
<td>Discussion area</td>
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<tr>
<td></td>
<td>• Each GROUP must critique on at least two peer groups’</td>
</tr>
<tr>
<td></td>
<td>papers</td>
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<tr>
<td>Nov 13 - 19</td>
<td><strong>PAPER FINAL RESEARCH &amp; PREPARATION WEEK #3</strong></td>
</tr>
<tr>
<td></td>
<td>Research your approved topic with your Group.</td>
</tr>
</tbody>
</table>
THANKSGIVING BREAK: Nov 20 - 26

<table>
<thead>
<tr>
<th>PAPER FINAL DRAFT DUE</th>
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<tbody>
<tr>
<td>15</td>
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<tr>
<td>Nov 27–Dec 8</td>
</tr>
<tr>
<td>FINAL PAPER DUE Dec 8th – Please submit to the Dropbox in the Courseroom</td>
</tr>
</tbody>
</table>

Policies

University of South Dakota Student Handbook
http://www.usd.edu/~media/files/student-life/usdstudenthandbook.ashx

Student Accountability:

It is the responsibility of the student to know and to adhere to the policies, procedures, and deadlines of the University and the Department of Health Sciences.

Disability Services: Accommodation Process
http://www.usd.edu/student-life/disability-services/accommodation-process

Any student who feels he/she may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389

Professional Standards of Conduct:

Professional conduct is expected of every student enrolled in Health Sciences coursework, whether he/she is a declared major or not. Professional conduct is evidenced in behaviors which represent:

1. Ethical conduct
2. Integrity and honesty
3. Accountability
4. Respect for oneself, others and the rights of privacy and confidentiality
5. Appearance and communication consistent with a professional.
6. Respectful behavior in interpersonal relationships with peers, superiors, clients, and their families
7. Adherence to deadlines set by the faculty

**Professional Behaviors Grade**

Students in the Department of Health Sciences are expected to exhibit professional behavior. Evaluation of professional behaviors is incorporated into final course grading. Professional behaviors include but are not limited to: honesty, integrity, accountability, attendance, participation, professionalism, communication, teamwork, leadership and completion of all course assignments.

- The final course grade may be reduced by up to 15% of the total points earned for behavior that is not consistent with that expected of a professional person.
- A student who fails to exhibit professional behaviors may be dropped from the course, based on the discretion of the instructor.
- A student may be dismissed from the department for unprofessional behavior at the recommendation of the Health Sciences faculty team.

**Course Participation**

Your active participation in the course is required and models that of the professional healthcare provider. It is important that you take responsibility for participating in course discussions and activities as required. All students are expected to read and prepare assigned materials prior to established deadlines.

**Assignments**

All work must be submitted by the required date and time. No credit will be earned for exams or papers that are turned in after their deadlines. In addition, the final course grade may be reduced by 15% of the total points earned.

**Academic Integrity Philosophy**

Academic integrity is a fundamental concept underlying the educational enterprise of the University. As such, the idea of academic integrity must be embraced by all who are members of the university community and must be a guiding principle in all actions of the University. Academic integrity encompasses the values of Honesty, Trust, Fairness, Respect, and Responsibility and is the foundation for the standards of acceptable behavior that apply to all within the university community.

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Health Sciences students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact June Larson, Associate Dean of the School of Health Sciences and Chair of the Department of Health Sciences to initiate a review of the evaluation.

**Student Rights & Responsibilities Office**
1. STUDENT RIGHTS & RESPONSIBILITIES

Muenster University Center, 206
Phone: 605-677-6030
Email: srr@usd.edu

The office of Student Rights & Responsibilities (SRR) is charged with ensuring that the individual rights of students are upheld throughout the university community, while common standards for personal behavior are evidenced by all who enjoy USD affiliation. In addition to administering due process and adjudicating allegations of misconduct, SRR can assist with procedural questions related to SDBOR policy 3:4, the Student Code of Conduct, such as the referral process and resolution options, as well as in identifying available resources to support student success.


- SRR is committed to fostering an environment of engaged citizenship for students.
- Accordingly, reasoned and civil discourse, integrity and intellectual honesty, and the recognition of the rights of all are encouraged.
- SRR aids in cultivating a campus-wide ethic of accountability through its conduct processes.

Student Appeals for Academic Affairs SD BOR Policy 2:9

Students have the right to initiate the Academic Appeals Policy of the University of South Dakota as a means to redress any form of unjust, oppressive, discriminatory, or fundamentally unfair practice affecting a student’s academic performance and progress. Undergraduate Academic Appeals forms may be found on myUSD Portal. For questions regarding health sciences courses, contact Academic Affairs (Slagle Hall 105, 677-6497), or the Academic Dean of the School of Health Sciences.

Cultural Insensitivity and Bullying

One of the responsibilities and expectations of University of South Dakota students is that they will participate in the creation of a positive climate at USD that welcomes, comforts, and is inclusive of all students in the Residence Halls, classrooms, student organizations, and other parts of the University. Two critical issues that lead to a negative climate for and experience of diverse students are cultural acts of insensitivity and “bullying.” Making fun of or degrading individuals and the groups to which they belong is considered an act of cultural insensitivity. Bullying is defined as unwanted, aggressive behavior that is repeated, or has the potential to be repeated, over time. Bullying is repeated, deliberate, and disrespectful behavior that has the intent of hurting someone else. Teasing; making fun of; laughing at, or harassing someone over time is bullying. Bullying hurts, creates a negative climate, and can disrupt another student’s ability to function, sleep, concentrate, and to be academically successful.

Notice of Nondiscriminatory Policy
In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: dservice@usd.edu

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendment Act of 2009. The University has designated Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.

South Dakota Board of Regents Policies Link
http://www.usd.edu/policies/south-dakota-board-of-regents

Students shall refer to the above link for the most current versions of South Dakota Board of Regents Policies. Sections 1-3 affect all University students.

Student Disciplinary Code SD Board of Regents Policy 3:4


Student Appeals for Academic Affairs SD BOR Policy 2:9

Cheating and Plagiarism

The Department of Health Sciences considers plagiarism, cheating, and other forms of academic dishonesty contrary to the objectives of higher education. A student who engages in any form of academic dishonesty will be referred to the Office of Student Rights and Responsibilities. Based on the outcomes, a student may be:

Plagiarism
The Department of Health Sciences accepts the definition of plagiarism as intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. In the event a faculty member has reason to believe a student has plagiarized another’s work, the case will be referred to the Office of Student Rights & Responsibilities.

**Recycled Work: Self-Plagiarism**

a. Students may not submit academic work or portions of the academic work for which academic credit has already been received to use towards meeting current course requirements without prior permission from the instructor of the course in which they are currently enrolled.
b. Submitting an assignment or portions of an assignment which has already received credit will result in referral to the Office of Student Rights & Responsibilities.

**VAIL (Virtual Academic Integrity Laboratory) Tutor**

a. The completion of Vail Tutor is required once per academic school year with a minimum score of 90%.
b. The tutor is available at [http://www-apps.umuc.edu/vailtutor/](http://www-apps.umuc.edu/vailtutor/). The tutor consists of 4 modules:
   - Module 1: Understanding Academic Integrity, Plagiarism, and Cheating
   - Module 2: Understanding How to Avoid Plagiarism: tips and Strategies
   - Module 3: Documentation Styles: When and How to Use them
   - Module 4: Plagiarism Policies
c. There is a quiz at the end of the tutorial that covers all four modules. After completing and scoring the quiz, your Report of Successful Completion will be available to you. You may retake the quiz as often as needed to achieve the required score. Once you have received the required score, you will need to copy or print and scan your Report of Successful Completion and save. You will then submit the saved Report of Successful Completion to the drop box for this assignment.

**Instructor response time to e-mail, phone, and questions for the Instructor Discussion Board postings:**

- I will check messages once during the day Monday through Friday and I will respond by the next business day.
- Weekend messages will be returned as soon as possible on the next business day.
- Instructor feedback to discussion board assignments will be posted within one week of the due date for the assignment.

**NOTE: Feedback on written assignments and assessments will be provided within two weeks of the due date.**