HSC 440 – Major Issues in Health and Human Services
Spring 2018

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Class Meeting Dates/Times: Online
Delivery Method: Online

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

This course examines the major issues, which influence health and human services and their delivery on a global scale. The health care needs of a diverse and multicultural population and health care disparities and strategies to address global health needs are explored. Includes special populations service provision, advocacy, patient/client-centered care, psycho-social aspects of disease and wellness, health promotion and education, quality and cost controls, and multidisciplinary team approaches to service delivery.

Rationale: This course examines the major issues, which influence health and human services and their delivery on a global scale. The health care needs of a diverse and multicultural population and health care disparities and strategies to address global health needs are explored. Includes special populations service provision, advocacy, patient/client-centered care, psycho-social aspects of disease and wellness, health promotion and education, quality and cost controls, and multidisciplinary team approaches to service delivery.
Institutional Graduate Requirements addressed by this course

**IMPORTANT:** This course has components that meet globalization and critical writing requirements necessary for graduation from the university. To successfully pass this course you must meet **ALL** of the requirements. Reading the text and completing **ALL** required reading is essential to be able to compose a minimum 15 page research paper.

**Upper Division critical writing REQUIREMENTS:**
1. Students will complete formal writing assignments that entail research drawing from sources that are documented using the recognized style of American Psychological Association (APA).
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field by utilizing peer reviewed scholarly research articles as references.
3. Students will use a planning/drafting/revising process that consists of a one-to-one meeting with the instructor draft review and peer review.
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.
5. The major writing assignment is a **minimum** of 15 pages of content – this **excludes** the title page, abstract, and reference page(s).

**Globalization criteria:**
1. Students will demonstrate awareness of multiple perspectives within the global community.
2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved.

II. Course Prerequisites

A. Previous courses/experience:

**IMPORTANT:** While there are no pre-requisites for this course, the material will be **intensive** and is targeted for upper-level students.

III. Course Goals

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:

- Complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA. (met by end of the semester)
- Develop beginning research skills to critically analyze primary literature and write clearly regarding major issues impacting the health of individuals, populations, nations and the world. (met by end of the semester)
- Examine health as one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition, and explore tensions between individual rights and social responsibilities. (met by end of Unit 2)
- Evaluate health and health care disparities related to race, ethnicity, socioeconomic status and disparities of vulnerable populations, including maternal and child care, aging, persons with disabilities, and socioeconomically disadvantaged populations. (met by end of Unit 3)
- Justify the importance of the eight World Health Organization (WHO) millennium development goals established to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. (met by end of Unit 2)
- Summarize the world’s major health issues and most significant diseases, including their causes, symptoms, treatment, prevention, and associated risk factors. (met by end of Unit 3)
- Describe the importance of new, emerging and re-emerging infectious diseases that have become a focus for the attention of public health prevention and control programs in both industrialized and developing countries. (met by end of Unit 3)
- Compare methods to prevent, detect, cure, and minimize effects of non-communicable diseases, unintentional injuries, and violence on longevity and quality of life. (met by end of Unit 2)
- Discuss the importance of a comprehensive integrated approach to disease and chronic care management that supports health promotion and disease prevention, leading to better short-and long-term outcomes.
- Demonstrate awareness of multiple perspectives within the global community. (met by end of Unit 4)
- Investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering end their effect on the individuals, communities, and social or natural environments involved. (met by end of Unit 1)
- Use a planning/drafting/revising process that incorporates a peer review and includes instructor feedback. (beginning in Unit 1 and carried out until end of semester)
- Write using standard American English, including correct punctuation, grammar, and sentence structure. (beginning in Unit 1 and carried out until end of semester)

V. **Program Outcomes:** HSC 440 is designed to assist the student in developing the following outcomes of the intended eight end-of-program outcomes for the health sciences major:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Professionalism</th>
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<tr>
<td>Problem-solving</td>
<td>Valuing</td>
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<td>Global Citizenship</td>
<td>Community Citizenship</td>
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VI. Required Textbook(s)

If you have not purchased your textbooks, please do so as soon as possible. You are to have your textbook on the first day of class. **You are expected to read the research text and all required readings.** The required textbooks for this course are:

*ISBN: 978-0470519325*

*ISBN: 978-1-284-04900-8*

*ISBN: 1433805618*

VII. Instructional Methods

- Course Readings: Textbook and readings posted in D2L.
- Course and Assignments will include lecture, case studies, class discussion, video clips, presentations and hands-on activities and projects.
- Written narratives.
- Reflections
- Module Lessons: This course has 4 units, broken down into twenty learning modules. For each learning module, an online lesson will be provided for you. Each module lesson will contain the following:
  1. Module Overview, Course Learning Outcomes, and Module Learning Objectives (See table below)
  2. Required Readings, Presentations, and Supplemental Resources: The required readings will include textbook and/or resources provided for you. Presentations may include narrated video, online video, or power point presentations provided as PDF files. Supplemental resources are not required reading but may be helpful in completing your writing assignments.

VIII. Evaluation Procedures

1. Drop Box Assignments: You will have drop box assignments throughout the course. Specific instructions and the grading rubrics will be provided for you in the course.
2. Course Writings: This course has one formal major writing assignment. Peer review is required and will be implemented for this assignment. All writing assignments must follow the APA (American Psychological Association) writing style. A planning/drafting/revising session will be scheduled with the instructor for constructive feedback prior to submitting the final formal writing assignment. Additional writing assignments include literature search and bibliography, research journal critique, improving health and human services paper and a course reflection.
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<tr>
<th>COURSE LEARNING OUTCOMES</th>
<th>MODULE</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>Complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA.</td>
<td>Unit One: Healthcare Research Modules 1, 2, 3, 4, and 5</td>
<td>Literature Search and Bibliography Drop Box Assignment</td>
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<td>Journal Research Article Critique Drop Box Assignment</td>
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<td>Course Reflection Drop Box Assignment</td>
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<tr>
<td>Develop beginning research skills to critically analyze primary literature and write clearly regarding major issues impacting the health of individuals, populations, nations and the world.</td>
<td>Unit One: Healthcare Research Modules 1, 2, 3, 4, and 5</td>
<td>Literature Search and Bibliography Drop Box Assignment</td>
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<td>Course Reflection Drop Box Assignment</td>
</tr>
<tr>
<td>Examine health as one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition, and explore tensions between individual rights and social responsibilities.</td>
<td>Unit Two: Global vs. America Health and Human Services Modules 6, 7, 8, 9</td>
<td>Health Issues: National vs. International Paper</td>
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<tr>
<td>Evaluate health and health care disparities related to race, ethnicity, socioeconomic status and disparities of vulnerable populations, including maternal and child care, aging, persons with disabilities, and socioeconomically disadvantaged populations.</td>
<td>Unit Three: The Burden of Disease on Health and Human Services Modules 10, 11, 12, 13</td>
<td>Health Issues: National vs. International Paper</td>
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<td>Course Reflection Drop Box Assignment</td>
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<td>Justify the importance of the eight World Health Organization (WHO) millennium development goals established to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women.</td>
<td>Unit Two: Global vs. America Health and Human Services Modules 7, 8, 9</td>
<td>Health Issues: National vs. International Paper</td>
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<td>Course Reflection Drop Box Assignment</td>
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<tr>
<td>Summarize the world’s major health issues and most significant diseases, including their causes, symptoms, treatment, prevention, and associated risk factors.</td>
<td>Unit Three: The Burden of Disease on Health and Human Services Modules 10, 11, 12</td>
<td>Health Issues: National vs. International Paper</td>
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<td>Course Reflection Drop Box Assignment</td>
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| Describe the importance of new, emerging and re-emerging infectious diseases that have become a focus for the attention of public health prevention and control programs in both industrialized and developing countries. | Unit Three: The Burden of Disease on Health and Human Services Modules 10, 11, 12, 13 | Health Issues: National vs. International Paper  
Course Reflection Drop Box Assignment |
|---|---|---|
| Compare methods to prevent, detect, cure, and minimize effects of non-communicable diseases, unintentional injuries, and violence on longevity and quality of life. | Unit Two: Global vs. America Health and Human Services Modules 6, 7, 8  
Unit Three: The Burden of Disease on Health and Human Services Modules 10, 11, 12, 13  
Unit Four: Improving Health and Human Services Modules 14, 15, 16 | Health Issues: National vs. International Paper  
Course Reflection Drop Box Assignment |
| Discuss the importance of a comprehensive integrated approach to disease and chronic care management that supports health promotion and disease prevention, leading to better short- and long-term outcomes. | Unit Four: Improving Health and Human Services Modules 14, 15, 16 | Improving Health and Human Services paper  
Course Reflection Drop Box Assignment |
| Demonstrate awareness of multiple perspectives within the global community. | Unit Two: Global vs. America Health and Human Services Modules 6, 7, 8 | Health Issues: National vs. International Paper  
Course Reflection Drop Box Assignment |
| Investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved. | Unit One: Healthcare Research Modules 1, 2, 3, 4, and 5 | Literature Search and Bibliography Drop Box Assignment  
Journal Research Article Critique Drop Box Assignment  
Course Reflection Drop Box Assignment |
| Use a planning/drafting/revising process that incorporates a peer review and includes instructor feedback. | Unit One: Healthcare Research Modules 1, 2, 3, 4, and 5 | Literature Search and Bibliography Drop Box Assignment  
Course Reflection Drop Box Assignment |
| --- | --- | --- |
| Write using standard American English, including correct punctuation, grammar, and sentence structure. | Unit One: Healthcare Research Modules 1, 2, 3, 4, and 5 | Literature Search and Bibliography Drop Box Assignment  
Journal Research Article Critique Drop Box Assignment  
Course Reflection Drop Box Assignment |

**Grading for Coursework Required within the Major**

1. The grading scale used for all HSC prefix coursework is:
   a. Grade A          90 – 100%  900-1000
   b. Grade B          80 – 89%  800-899
   c. Grade C          70 – 79%  700-799
   d. Grade D          60 – 69%  600-699
   e. Grade F          59% and below 0-599
2. A maximum of 1000 points can be earned in this course.
3. Grades will be posted in D2L.
4. **No extra credit** can be earned in any HSC prefix course.
5. 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 xxx 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. http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf

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.

4. **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.
5. **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/192rZjely25tP261-fmE9Q7YQjly_tkT66zF891_0oPo/edit?ts=57966337

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<thead>
<tr>
<th>Unit</th>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>VAIL Tutorial Certificate</td>
<td></td>
<td>5</td>
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<tr>
<td>HSC Handbook Acknowledgment</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Getting Started Self-Assessment</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Unit 1: Health Care Research</td>
<td>Unit 1: Literature Search and Bibliography Drop Box Assignment</td>
<td>175</td>
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<td>Unit 1: Journal Article Critique</td>
<td>75</td>
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<tr>
<td>Unit 2: Global vs. America Health Issues</td>
<td>Draft Health Issues: National vs International Paper Specifically outline, Introduction, References</td>
<td>100</td>
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<td>Health Issues: National vs International Paper (Peer Review)</td>
<td>25</td>
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<tr>
<td>Unit 3: The Burden of Disease on Health and Human Services</td>
<td>Final Paper: Health Issues: National vs International Paper (5000 words)</td>
<td>375</td>
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<tr>
<td>Unit 4: Improving Health and Human Services</td>
<td>Managing Chronic Illness Paper</td>
<td>100</td>
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<tr>
<td><strong>All discussion boards</strong></td>
<td>Four Discussion Boards <strong>25 points each</strong></td>
<td>100</td>
</tr>
<tr>
<td>End of Course Assignment</td>
<td>Course Reflection Drop Box Assignment</td>
<td>30</td>
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**TOTAL POINTS POSSIBLE** 1000

Reminder regarding assignments:

- Instructor feedback to discussion board assignments, journal critique, and literature search will be posted within one week of the due date for the assignment.
- Feedback on other written assignments (other papers) will be provided within two weeks of the due date.
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.
5. 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.

https://www.sdbor.edu/policy/Pages/Section-3-Student-Affairs.aspx

- 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 (Slage 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 Academic Misconduct SD BOR Policy 2:33

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.

**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/. 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.