



## SCHOOL OF INFORMATICS AND COMPUTING

INDIANA UNIVERSITY  
Department of BioHealth Informatics  
IUPUI

### HIM- M275

#### Effective Communication for the Healthcare Environment

**\*\*Course meets Social Science Credit Equivalency\*\***

**Campus Based or Distance Learning**

**Department of BioHealth Informatics**

**Indiana University School of Informatics and Computing, Indianapolis**

*Sections:* *Credit Hours: 3*

*Time:* This is a **campus-based course**. In-class lectures will be recorded and posted weekly in “Kaltura: Media Gallery” in Canvas for students to review. Attendance is taken at each class on Wednesday at 9:05a. See attendance policy for clarification.

*Location:* Campus-based

*First Class:* IT257

*Instructor:* Lisa DesNoyers, MPH, RHIA, SME

*Office Hours:* Wednesdays 12:00p-2:00p online or in person, or by appointment.

*Office:* WK 370A, Walker Plaza Building  
719 Indiana Avenue, Indianapolis, IN 46202

*Phone:* 317-278-8592 leave a message. All messages will be forwarded my email and cell phone.

*Email:* Instructor will respond to emails within 24-48 hours. Do not send the same email twice before 48 hours has passed. There may be a delay on weekends and holidays.

*Prerequisites:* None (Not an extension of any undergraduate or graduate course)

### COURSE DESCRIPTION

This course develops communication skills to support effective interaction with internal and external customers of all cultures, backgrounds and beliefs in a healthcare environment. Emphasis is placed on professional communications with superiors, peers, and subordinates in all areas of healthcare. Topics include framing policy, HIM job descriptions, information technology, proposal requests, e-mail and phone etiquette, and presentation skills..

## **REQUIRED TEXTS AND RESOURCES:**

**Title:** Communicating at Work (12th Edition)

**Author:** Adler, Ronald B.

**Publisher:** McGraw Hill

**ISBN: 9781260411997**

**Title:** Cultural Diversity: A Primer for Health Services-MindTap (6th Edition)

**Author:** Diller, Jerry

**Publisher:** Cengage \*included in unlimited

**ISBN: 9781285075402**

**Teaching and Learning Methods:** Online lectures, always check announcements, modules and pages.

**Core Competencies: Updated CAHIIM Model Curriculum 2014**

**Domain VI. Leadership**

***Subdomain VI.A. Leadership Roles***

3. Take part in effective communication through project reports, business reports and professional communications

\* Informative Presentation Assignment

4. Apply personnel management skills

\* Healthcare Communication Presentation Final Project

***Subdomain VI.H. Ethics (2018)***

**VI.6. Examine behaviors that embrace cultural diversity (4)**

2. Evaluate the culture of a department (2014)
3. Assess how the cultural issues affect health, healthcare quality, cost and HIM (2014)
4. Create programs and policies that support a culture of diversity (2014)

**RBT: Revised Bloom's Taxonomy; Profiles of Learning for Undergraduate Success (PLUS)**

A comprehensive final examination covers all student learning outcomes.

Semester specific student learning outcomes are in boldface.

### **A. Communicator**

- 1. Evaluates Information**
- 2. Listens Actively**
- 3. Builds Relationships**
- 4. Convey Ideas Effectively**

### **B. Problem Solver**

- 1. Thinks Critically**
- 2. Collaborates**
- 3. Analyzes, Synthesizes, and Evaluates**
- 4. Perseveres**

### **C. Innovator**

- 1. Investigates**
- 2. Creates/Designs**
- 3. Confronts Challenges**
- 4. Makes Decisions**

### **D. Community Contributor**

- 1. Builds Community**
- 2. Respectfully Engages Own and Other Cultures**
- 3. Behaves Ethically**

#### 4. Anticipates Consequences

##### LEARNING OUTCOMES:

<b>Upon completion of this course, the student will:</b>	<b>RBT</b>	<b>PLUS</b>	<b>Assessment</b>
1. Take part in effective communication through project reports, business reports and professional communications	4	1.4	Healthcare Informative Communication Presentation Project, Wk 6
2. Apply the key principles of communication	4	1.4	Healthcare Informative Communication Presentation Project, Wk 6
3. Identify effective communication styles for interacting with internal and external customers	3	2.1	Final Exam
4. Apply effective presentation skills	4	1.3	<b><u>Cultural Diversity in the Healthcare Workplace Research Project and Presentation, WK 13</u></b>
5. Evaluate the culture of a department	5	3.4	<b><u>Cultural Diversity in the Healthcare Workplace Research Project and Presentation, WK 13</u></b> <b><u>*Self Assessment Tool (WK 4)</u></b>
6. Assess how the cultural issues affect health, healthcare quality, cost and HIM	5	4.1	<b><u>Cultural Diversity in the Healthcare Workplace Research Project and Presentation, WK 13</u></b> <b><u>*Assessment of Learning Tool (WK 10)</u></b>
7. Create programs and policies that support a culture of diversity	5	4.2	<b><u>Cultural Diversity in the Healthcare Workplace Research Project and Presentation, WK 13</u></b>

RBT: Revised Bloom's Taxonomy; **Profiles of Learning for Undergraduate Success (PLUS)**

<b>Week</b>	<b>Chapter and Topic</b>	<b>Assessment</b>	<b>Due Date/Time</b>
1 1/6	<i>Adler Text</i> <i>Read chapter 1 -Communicating at Work</i> <b>Dillers-</b> Chapters 1 and 2 <b>What it means to be Culturally Competent</b>	Ethical Challenge Assignment – <b>20 pts</b>  Start working on Certificate Assignment	1/20/19 5p
2 1/13	<i>Read chapter 2 - Communication, Culture and Work</i>  <b>Dillers-</b> <i>Read chapter 3, 4, 5 –</i> <b>Working with Culturally Diverse Clients</b>  <b>Understanding Racism, Prejudice, and White Privilege</b>  <b>Understanding Culture and Cultural Differences</b>	Cultural Differences Assignment – <b>20 pts</b>  Listening Styles Assignment – <b>20 pts</b>  Certificate Assignment Due – <b>30 pts</b>  <b>**Avoiding Plagiarism Certificate Due**</b>	1/20/19 5p
3 1/20	<i>Read chapter 4 - Verbal and Nonverbal Messages</i>  <b>Dillers-</b> <b>Read Chapters 6-8</b> <b>Working with Culturally Diverse Parents and Families</b>  <b>Culterally Sensitive Treatment with Children</b>  <b>Bias in Service Delivery</b>	Communication Practices Assignment – <b>20 pts</b>  Elevator Speech Exercise <b>20 pts</b>	1/27/19 5p
4 1/27	<i>Read chapter 5 -Interpersonal Strategies and Skills</i>  <b>Dillers-</b> <i>Read chapter 9 -Mental Health Dill</i>	Win-Win Negotiation Assignment – <b>20 pts</b>  Conflict Management Assignment – <b>20 pts</b>  <b>Self-Assessment Tool (Project)</b>	2/3/19 5p
5 2/3	<i>Read chapter 7 - Leading and Working in Teams</i>  <i>Read chapter 8 - Effective Meeting</i> <b>Dillers-</b> <i>Chapter 10: Treating Victims of Ethnic Conflict, Genocide, and Mass Violence</i>	Functional Roles Exercise – <b>20 pts</b>  Effective Meetings Exercise – <b>20 pts</b>  <b>Reference List in APA Format (Project)</b>	2/10/19 5p
6 2/10	<i>Read chapter 9 - Developing and Organizing the Presentation</i>  <i>Read chapter 10 - Verbal and Visual Support in</i>	Oral Footnote Assignment – <b>20 pts</b>	2/17/19 5p

	<p><b><i>Presentations</i></b></p> <p><b>Dillers-</b>  <b>Chapter 11-Working with Latino/a Clients: An Interview with Roberto Alanzan</b></p> <p><b>Chapter 12: Working with Native American Clients: An interview with Jack Lawson</b></p>	Public Speaking Exercise – <b>20 pts</b>	
7 2/17	<p><b><i>Read chapter 11 - Delivering the Presentation</i></b></p> <p><b>Dillers-</b>  <b>Chapter 13: Working with African American Clients: An Interview with Veronique Thompson</b></p> <p><b>Chapter 14: Working with Asian American Clients: An interview with Dan Hocoy</b></p>	Managing Anxiety Assignment – <b>20 pts</b>  Lesson Plan (Project)	2/24/19 5p
8 2/24	<p><b><i>Read chapter 12 - Types of Business Presentations</i></b></p> <p><b>Dillers-</b>  <b>Chapter 15: Working with Arab and Muslim American Clients: and Interview with Marwan Dwairy</b></p>		3/2/19 5p
9 3/2	<p><b><i>Take Midterm</i></b>  <b>Comprehensive Midterm Exam</b></p>	<b>PowerPoint Presentation File (Project)</b>	3/9/19 5p
10 3/9	<p><b>Dillers-</b>  <b>Chapter 16: Working with South Asian American Clients: An Interview with Sumana Kaipa</b></p> <p><b>Chapter 17: Working with White Ethnic Clients: An Interview with the Jerry Diller</b></p>	Work Ethic Assignment- <b>20 pts</b>  <b>Assessment Learning Tool (Project)</b>	3/16/19 5p
11 3/16	<p><b>Spring Break!!! Week off, no assignments!!</b></p>	Enjoy Your Week!!!	
12 3/23	<p><b>Dillers-</b>  <b><i>Chapter 18: Workign with American Male clients: An Interview with Jon Davies</i></b></p> <p><b><i>Chapter 19: Working with Deaf Clients: An Interview with Valentino Vasquez and Johanna Larson</i></b></p>	Character Trait Assignment – <b>20 pts</b>	3/30/19 5p
13 3/30	<p><b><u>Cultural Diversity in the Healthcare Workplace Research Project and Presentation Due!!!</u></b></p>	Styles of Communication Assignment – <b>20 pts</b>  Formal Letter Exercise – <b>20 pts</b>	4/6/19 5p
14 4/6	<p><b><i>Finish Presentations and Do Peer Reviews</i></b></p>	Generation Assignment - <b>20 pts</b>	4/13/19 5p

15 4/13	<b><u>Peer Reviews Due</u></b>	Dress Code Assignment - <b>20 pts</b>  <b>Peer Review of Diversity Project</b>	4/20/19 5p
16 4/20	<b><i>IHIMA Annual State Meeting (HIM Students required for meeting)</i></b> <b><i>Study Guide Released for final;</i></b>		4/27/19 5p
17 4/27	<b>FINAL EXAM!!</b>	<b>Comprehensive Final Exam</b>	5/4/19 5p

## Grading Information

**Students enrolled in the HIM Plan of Study must maintain a minimum grade of C in all courses.** If a student fails to maintain a minimum grade of C the student must retake the course(s) in which a grade of C was not achieved. Students in the HIM program must maintain a minimum grade of C in all courses. If a student fails to maintain a minimum grade of C in a course(s), during the first semester in which a student fails to meet the minimum grade requirement h/she will be placed on Academic Probation retroactive to the semester in which the grade(s) was received. If a student fails to meet the minimum grade required of a C during any subsequent semester, the student will be placed on Academic Probation for a second time, retroactive to the semester in which the grade(s) was received and will be dismissed from the HIM program (see Academic Probation Policy – Professional Program). Faculty will update the CANVAS grade book at the beginning of each semester to reflect the HIM grading scale. You are responsible for keeping track of your own grades. There are no extra credit assignments. Please note: \*there is also no rounding up of grades on individual assignments and final grades. The academic expectation is that grades recorded in the grade book should reflect the overall quality and depth of the student's knowledge and understanding of the assigned material.

### Grading Scale:

<b>A</b>	<b>100% to 93%</b>	<b>Extraordinarily high achievement, quality of work; shows command of the subject matter</b>
<b>A-</b>	<b>&lt; 93% to 90%</b>	
<b>B+</b>	<b>&lt; 90% to 87%</b>	
<b>B</b>	<b>&lt; 87% to 83%</b>	<b>Mastery and fulfillment of all course requirements; good, acceptable work</b>
<b>B-</b>	<b>&lt; 83% to 80%</b>	
<b>C+</b>	<b>&lt; 80% to 77%</b>	
<b>C</b>	<b>&lt; 77% to 73%</b>	<b>Minimally acceptable performance and quality of work</b>
<b>C-</b>	<b>&lt; 73% to 70%</b>	<i>Unacceptable work/Failure</i>
<b>D+</b>	<b>&lt; 70% to 67%</b>	<i>Unacceptable work/Failure</i>
<b>D</b>	<b>&lt; 67% to 63%</b>	<i>Unacceptable work/Failure</i>
<b>D-</b>	<b>&lt; 63% to 60%</b>	<i>Unacceptable work/Failure</i>
<b>F</b>	<b>&lt; 60% to 0%</b>	<i>Unacceptable work/Failure</i>

### Written Assignments:

For all written assignments/papers you must cite sources, use APA formatting, which includes, but is not limited to, 12pt Times New Roman, double space. Submit written papers in Word unless otherwise stated. Cover page does not count toward total number of pages required, nor does the citation page. All papers are sent through Turnitin and Grammarly. More than 20% un-originality will be automatic zero. Cite sources used in APA correctly. If the paper is found to be plagiarized (over 30%) then you will get Zero for the whole assignment on first time as well as a warning; the second time it will be zero in the course and turned into the Academic Affairs Committee, and with the third offense you will be removed from the Health Information Management Program.

If assignment instructions include stating the numbered questions, make sure to write the number and the question, and then the next paragraph(s) are your answer. The copied question will NOT count against your plagiarism score.

## GRADING CRITERIA/COURSE EVALUATION

Assessments	Number	Points Each	Total Group	PLUS Assessment
CN Post			100	
Assignments	18	20	360	2.1
Presentation Pieces	6	50	300	4.1, 4.2
Certificate Assignment	1	30	30	4.3
IHIMA Annual Meeting	1	100	100	4.2
Final Project Presentation	1	100	100	4.2
Midterm Exam	1	200	200	2.1
Final Exam	1	400	400	2.1
Total Possible			2180	

## INSTRUCTOR'S GRADING CRITERIA/TIMETABLE

All course material submitted on time will be graded within 7 days of their due date (the Sunday of the following unit). Approved late work (with documentation) will be graded within 5 days of the submission date.

## EXPECTATIONS, GUIDELINES, AND POLICIES

### Attendance:

A basic requirement of this course is that you will participate in all class meetings, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken 5 minutes after the start of every class. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

**Attendance Requirements** – In-class students should review the following attendance requirements for both 8 weeks and 16 week courses carefully:

- Students enrolled in an 8 week course may be absent one class period. The second absence will be considered unexcused unless it falls under one of the excused absences listed below.
- Students enrolled in a 16 week course may be absent two class periods. The third absence will be considered unexcused unless it falls under one of the excused absences listed below.
- Each unexcused absence will result in a reduction of one full letter grade for the course.

Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one's self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor's excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.



Missing class reduces your grade through the following grade reduction policy: You are allowed two excused or unexcused absences. Each additional absence, unless excused, results in a 5% reduction in your final course grade. More than six absences result in an F in the course. Missing class may also reduce your grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.

\*\*\*If you feel that attendance as an in-class student will be a challenge please consider an online section of this course\*\*\*

**The student needs to e-mail the instructor via Canvas if s/he will not be attending class.**

**Tardy Policy –**

\*\*\*If you are enrolled in an online course this policy does not apply. There is no tardy, only weekly absence\*\*\*

*The Tardy Policy is structured as follows:*

- Tardy >15 minutes = 1 Absence
- Tardy (1 – 15) minutes = 1 Tardy
- 3 Tardies = 1 Absence

Students should refer to the No Fault Attendance Policy regarding unexcused absences.

**LATE WORK POLICY:** late work will not be accepted unless there are clear and compelling extenuating circumstances **with Documentation**.

**Extenuating Circumstances:** If you have extenuating circumstances that prevent you from completing coursework or participating in the class, please contact your instructor to make alternative arrangements.

The possibility of alternative arrangements is at the discretion of your instructor and/or administration. Active communication is the key to overcoming any hurdles you may encounter during the semester. It is your responsibility to inform your instructor (ahead of time, unless emergency circumstances prevent doing so) of extenuating circumstances that might prevent you from completing work by the assigned deadline. In those situations, your instructor will work with you to establish alternative deadlines without late penalty. Prior notification does not automatically result in granting alternative arrangements and/or a waiver of the late penalties.

Please note that evaluation of extenuating circumstances is at the discretion of your instructor and/or administration and documentation may be required for verification of the extenuating circumstance. Examples of extenuating circumstances may include but are not limited to: personal/family member hospitalization, childbirth or other medical emergencies, death in the family, weather/environmental evacuation due to fire/hurricane/tornado/earthquake/tsunami, or active military assignment where Internet connectivity is unavailable for an extended time period.

**Computer-related issues and Internet connectivity issues are not considered extenuating circumstances.**

**Incomplete:**

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. <http://registrar.iupui.edu/incomp.html>

**Deliverables:**

You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through CANVAS. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. Please see late policy above.

**All assignments will be posted in CANVAS with a COMPLETION DUE DATE.** Assignments will not be opened for review nor will grades be posted until after each assignment due date. When you take a test using the CANVAS Original Test and Survey tool, it is a good idea to create a screenshot of your submitted test. This screenshot serves as additional proof that you completed and submitted your test in the event of CANVAS technical issues. If there is a dispute regarding an assessment (test) or assignment submitted after the assigned due date and time, the above method will be the only accepted proof that an assignment or assessment (test) was submitted. **\*\*Please note-unless the test or quiz has a comment from me it has not been fully graded, do not email me regarding your test grade until I have commented on your exam. \*\***

Note: To avoid the loss of points for assignments and/or assessments (tests) submitted through CANVAS please read the following information carefully: All assignments submitted through the CANVAS “Assignment” tab automatically generate an e-mail notification. This notification is sent directly to your primary e-mail account. Students will be required to present a copy of this e-mail notification to the instructor if there is a dispute regarding an assignment submission. Therefore, it is highly recommended that students maintain a file, either electronic or on paper, for each assignment submission notification received. For your information, you cannot save your assignments/work via CANVAS Test and Survey tool and come back to it at a later time. Once an assignment has been submitted it will be graded as is, so be very careful that the assignment you submit is the version you want graded. Be sure you are submitting the correct, complete assignment.

### **Distance Education and On-Line Etiquette**

When taking a course online, it is important to remember that **an online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Inappropriate discussion responses will not be tolerated and disciplinary action will be taken according to the guidelines outlined in the [Code of Student Rights, Responsibilities and Conduct](#). Remember to maintain current anti-virus protection programs and avoid forwarding email attachments from outside sources that you are uncertain of. Instructor sections in CANVAS include syllabus, announcements, messages, resources, roster, grade book, tests and surveys.

### **Changes Corrections and Omissions**

The instructor reserves the right to make changes as necessary to the syllabus and the class schedule. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes and nature of change(s) on CANVAS Announcements

### **DISCUSSIONBOARDFORUMS**

This class does not include a Discussion Forum.

### **ASSIGNMENTS/PROJECTS**

Assignments and/or Projects require you to submit coursework via Canvas. Coursework will be graded according to either the rubric below or assignment-specific rubrics found in the course. Assignments and/or Projects are due Sunday of their assigned unit unless otherwise specified by instructor. **ALL ASSIGNMENTS AND/OR PROJECTS MUST BE SUBMITTED VIA CANVAS TO ENSURE CREDIT.**

	Inappropriate	Below Expectations	Meets Expectations	Exceeds Expectations
Content Quality Initial Response	Submission does not relate to the topic.	Answers some question/topics, and most opinions and ideas are stated clearly.	Answers all questions, and opinions and ideas are stated clearly.	Answers all questions with opinions and ideas creatively and clearly using text and outside references.
Resources	Does not cite references and/or does not include required number of resources.	Cites source material but may not be accurately referenced. Does not include the required number of resources.	Source material cited with rare errors. All sources referenced accurately. Contains the required amount of resources.	Source material cited without errors. All sources are referenced accurately. Exceeds the required number of resources.
APA Format	Major errors and/or no APA format used.	Minor errors with APA format.	Rare errors with APA format.	No errors with APA format.
Spelling/ Grammar	Significant errors in spelling and/or grammar.	Poor spelling and grammar are apparent.	Uses Standard American English with rare errors and misspellings.	Consistently uses Standard American English with no misspellings.
Length	Submission does not meet length requirements.	N/A	N/A	Submission meets the length requirements.

### CODE OF CONDUCT:

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test at

<https://www.indiana.edu/~istd>. You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism, instructors apply a range of methods, including Turnitin.com.

### **Academic Misconduct:**

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
  - a. A student must not use external assistance on any "in-class" or "take-home" assignment, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
  - b. A student must not use another person as a substitute in the taking of an exam or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
  - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
  - d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
  - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
  - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
  - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
  - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned Midterm or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
  - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
  - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
    1. directly quoting another person's actual words, whether oral or written;
    2. using another person's ideas, opinions, or theories;
    3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    4. borrowing facts, statistics, or illustrative material; or
    5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
4. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
6. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

## OTHER POLICIES

1. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
2. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html)
3. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.
5. **Course Evaluation Policy:** Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.
6. **Communication:** The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.

7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
8. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: [aes@iupui.edu](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.
9. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

**Emergency Preparedness:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website: <http://protect.iu.edu/emergency>

**Student Advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317-274-4431 or by email at [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit <http://studentaffairs.iupui.edu/advocate>.

**Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at [capsindy@iupui.edu](mailto:capsindy@iupui.edu). For more information visit <http://life.iupui.edu/caps/>.

## MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components— Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

## STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and service.

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