

# NGR XXXX: **Special Populations Research /Social Determinants of Health**

## Semester Year

## Delivery Method

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Faculty Contact Information: (Do not include in the file syllabus)

### Credit Hours and Prerequisites

**Credit Hours:** 3

**Prerequisites:**

**Co-Requisite:**

**Meeting Time:** (Do not include in the file syllabus)

**Meeting Location:** (Do not include in the file syllabus)

### Course Description

This course focuses on the systematic study of the social and economic conditions under which people live that determine their health. We will explore how social influences such as income, living conditions, education, infrastructure, religious affiliation, healthcare, social capital, stress, gender, and race affect health and longevity. We will also examine the role of nursing, public health entities and public policy in shaping health outcomes for communities.

### Course Objectives

Upon completion of the course, the student will be able to:

Articulate a social determinants perspective on public health;

1. Comprehend and critique the known social determinants of health.
2. Identify theories used to understand social determinants of health.
3. Assess how these theories, models, and methodologies could be used to design structural interventions
4. Describe and critically evaluate structural interventions that are being used to address social determinants of health.
5. Identify individual, organizational, community, and societal influences on health, health behaviors, disease illness, injury, and disability.
6. Utilize social and behavioral science principles and applications to advance public health research and education.
7. Conduct and disseminate rigorous and innovative social and behavioral science research relevant to public health.

### Course Materials

**Required Textbook:**

Barr, D. A. (2019). *Health disparities in the United States: Social class, race, ethnicity, and the social determinants of health*. JHU Press.

See course schedule for article readings.

**Recommended Texts:**

**Other Required Reading:**

**Websites:**

**Student Responsibilities**

- Students should log on to Canvas at least every other day to check for course updates.
- Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.
- Assignments, quizzes, and exams are expected to be products of individual students per the FSU Academic Honor Policy Links to an external site. Students should not discuss any of the questions with each other before or during the actual assignments, activities, quizzes, or exams without instructor approval.
- To receive maximum points for questions, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
- To be successful in this course, students need to complete all required assignments and tests.

**Course Content:**

Instructional strategies may include reading guides, lecture/discussion, group work, audiovisuals, interactive case studies, quizzes, and critical reasoning exercises.

**Course Calendar**

Week	Date	Topic/Content
Week 1		Introduction to Social Determinants of Health  Readings:  Barr Chapter-1  Hill-Briggs, F., Adler, N. E., Berkowitz, S. A., Chin, M. H., Gary-Webb, T. L., Navas-Acien, A., ... & Haire-Joshu, D. (2021). Social determinants of health and diabetes: a scientific review. <i>Diabetes care</i> , 44(1), 258-279.
Week 2		Defining and Measuring Health-A key to Health Equity  Readings:  Barr, Chapter-2  Golden, S. H., Joseph, J. J., & Hill-Briggs, F. (2021). Casting a health equity lens on endocrinology and diabetes. <i>The Journal of Clinical Endocrinology &amp; Metabolism</i> , 106(4), e1909-e1916.

Week 3		<p>The Relationship Between Socioeconomic Status and Health</p> <p>Readings:</p> <p>Barr-Chapter-3</p> <p>Bernal, D. R., Misiaszek, K. H., Ayala, J., &amp; Kenley, N. (2022). Second-class citizens? Subjective social status, acculturative stress, and immigrant well-being. <i>SN Social Sciences</i>, 2(7), 1-18.</p>
Week 4		<p>The Link Between “low” Social Standing and Health</p> <p>Readings:</p> <p>Barr-Chapter-4</p> <p>Wan, W., Li, V., Chin, M. H., Faldmo, D. N., Hoefling, E., Proser, M., &amp; Weir, R. C. (2022). Development of PRAPARE social determinants of health clusters and correlation with diabetes and hypertension outcomes. <i>The Journal of the American Board of Family Medicine</i>, 35(4), 668-679.</p>
Week 5		<p>Race ,Ethnicity and Health</p> <p>Readings:</p> <p>Barr Chapter-5</p> <p>Snowden, L. R., &amp; Graaf, G. (2021). COVID-19, social determinants past, present, and future, and African Americans’ health. <i>Journal of racial and ethnic health disparities</i>, 8(1), 12-20.</p>
Week 6		<p>Race/Ethnicity and Social Status: Which has the Greater Influence on Health</p> <p>Readings:</p> <p>Barr Chapter-6</p> <p>Dalsania, A. K., Fastiggi, M. J., Kahlam, A., Shah, R., Patel, K., Shiau, S., ... &amp; DallaPiazza, M. (2022). The relationship between social determinants of health and racial disparities in COVID-19 mortality.</p>

		<i>Journal of racial and ethnic health disparities</i> , 9(1), 288-295.
Week 7		<p>Health Disparities Among Children</p> <p>Readings:</p> <p>Barr Chapter-7</p> <p>Victoria, C. G., Hartwig, F. P., Vidaletti, L. P., Martorell, R., Osmond, C., Richter, L. M., ... &amp; Black, R. E. (2022). Effects of early-life poverty on health and human capital in children and adolescents: analyses of national surveys and birth cohort studies in LMICs. <i>The Lancet</i>.</p>
Week 8		<p>Health Disparities Among Sexual and Gender Minorities?</p> <p>Readings:</p> <p>Gonzales, G., &amp; Ehrenfeld, J. M. (2018). The association between state policy environments and self-rated health disparities for sexual minorities in the United States. <i>International journal of environmental research and public health</i>, 15(6), 1136.</p> <p>Rice, C. E., Vasilenko, S. A., Fish, J. N., &amp; Lanza, S. T. (2019). Sexual minority health disparities: An examination of age-related trends across adulthood in a national cross-sectional sample. <i>Annals of Epidemiology</i>, 31, 20-25.</p> <p>Smart, B. D., Mann-Jackson, L., Alonzo, J., Tanner, A. E., Garcia, M., Refugio Aviles, L., &amp; Rhodes, S. D. (2022). Transgender women of color in the US South: A qualitative study of social determinants of health and healthcare perspectives. <i>International Journal of Transgender Health</i>, 23(1-2), 164-177.</p>
Week 9		<p>Does Stigma by Society, Including by Healthcare Workers, Affect Health.</p> <p>Readings:</p> <p>Whyte IV, James, Maria Whyte, and Sabrina Dickey. "Stigma towards clients in HIV/AIDS care settings." <i>Journal of Nursing Education and Practice</i> 10.12 (2020).</p> <p>Gessner, M., Bishop, M. D., Martos, A., Wilson, B. D., &amp; Russell, S. T. (2020). Sexual minority people's perspectives of sexual health care: Understanding minority stress in sexual health settings. <i>Sexuality Research and Social Policy</i>, 17(4), 607-618.</p>

Week 10		<p>Does Race/Ethnicity and Social Status Actually Effect the Care that People Receive</p> <p>Readings:</p> <p>Barr Chapter-8</p>
Week 11		<p>Why do Social Factors Affect the Way That Patients are Treated?</p> <p>Readings:</p> <p>Barr Chapter-9</p> <p>Haq, N., McMahan, V. M., Torres, A., Santos, G. M., Knight, K., Kushel, M., &amp; Coffin, P. O. (2021). Race, pain, and opioids among patients with chronic pain in a safety-net health system. <i>Drug and alcohol dependence</i>, 222, 108671.</p>
Week 12		<p>How Should Social Factors Be Used to Improve Healthcare</p> <p>Readings:</p> <p>Barr Chapter-10</p> <p>Ioannidis, J. P., Powe, N. R., &amp; Yancy, C. (2021). Recalibrating the use of race in medical research. <i>Jama</i>, 325(7), 623-624.</p>
Week 13		<p>Strategies to Reduce the Effects of Social Factors on Health: The Key to Health Equity</p> <p>Readings:</p> <p>Barr Chapter-11</p> <p>Essien, U. R., Dusetzina, S. B., &amp; Gellad, W. F. (2021). A policy prescription for reducing health disparities—achieving pharmaco-equity. <i>Jama</i>, 326(18), 1793-1794.</p> <p>Liu, D., Schuchard, H., Burston, B., Yamashita, T., &amp; Albert, S. (2021). Interventions to reduce healthcare disparities in cancer screening among minority adults: a systematic review. <i>Journal of Racial and Ethnic Health Disparities</i>, 8(1), 107-126.</p>

		Reichman, V., Brachio, S. S., Madu, C. R., Montoya-Williams, D., & Peña, M. M. (2021, February). Using rising tides to lift all boats: Equity-focused quality improvement as a tool to reduce neonatal health disparities. In <i>Seminars in Fetal and Neonatal Medicine</i> (Vol. 26, No. 1, p. 101198). WB Saunders.
Week 14		Student Presentations Via Zoom
Week 15		Student Presentations Via Zoom

**\*\*\*Calendar Subject to Change\*\*\***

### Grading Policy

**Course Grades are determined by:**

Assignment:	Percentage of grade
Student lead for weekly article discussion.	10%
Weekly discussion board participant as participant	10%
Proposal for paper detailing topic for and approach to paper addressing a population appropriate to the student's proposed dissertation work	10%
Full draft of paper detailing a population appropriate to the student's proposed dissertation work	50%
Presentation of the final paper	20%

### Description of Assignments

:

Student lead for weekly article discussion. There are assigned articles for each week. They are listed in the course calendar. The assigned student will record an audio summary of the article and will make an initial post describing it. The rubric for the post of the weekly discussion lead is below:

#### **A Discussion (9-10 points)**

***A-level postings:***

- Audio post provides a concise and comprehensive description of the paper that includes a discussion of the background, methods, results and discussion.
- The associated post is thoughtful and analyzes the paper in a precise way.
- The presentation makes connections to the course content and/or other experiences.

### **B Discussion (8-9 points) – participated 2 times, minimum of 3-4 posts**

#### ***B-level postings:***

- The audio post includes a concise description of the paper that includes a basic discussion of the background, methods, results and discussion.
- The audio file and initial posting define the paper in a user friendly way.
- The presenter fails to make connections to the course content.

### **C Discussion (7-8 points) – participated 2 time, minimum of 3 posts**

#### ***C-level postings:***

- Audio post provides a brief description of the paper that includes a discussion of the background, methods, results and discussion.
- The associated posting is generally accurate, but the information delivered is limited.
- Make vague or incomplete connections between class content and posting by other students.

### **D Discussion (6-7 points) – participated 1 time, minimum 2 posts**

#### ***D level postings:***

- The audio posting does not include all required elements..
- The written post is brief and non-comprehensive
- Contribute few novel ideas, connections, or applications.

### **F Discussion (0 points).**

- Quality of work is poor and fails to recognize the published parameters for the assignment.

Weekly discussion board participant as participant. Each student will post at least three statements/responses to the initial or other student posts regarding the article. The rubric for discussion postings is below:

### **A Discussion (9-10 points) – participated 3 times, minimum of 4-5 posts**

#### ***A-level postings:***

- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.
- Make connections to the course content and/or other experiences.
- Extend discussions already taking place or pose new possibilities or opinions not previously voiced.
- Are from participants aware of the needs of the community, motivate group discussion, and present a creative approach to the topic.

\*If these criteria are met but the 100-200 word count is not met, the score will drop two points.

### **B Discussion (8-9 points) – participated 2 times, minimum of 3-4 posts**

#### ***B-level postings:***

- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.
- Make connections to the course content and/or other experiences, but connections are unclear, not firmly established or are not obvious.
- Contain novel ideas, connections, and/or real-world application but lack depth, detail and/or explanation.
- Are from participants who interact freely and occasionally attempt to motivate discussion.

\*If these criteria are met but the 100-200 word count is not met, the score will drop two points.

### **C Discussion (7-8 points) – participated 2 time, minimum of 3 posts**

#### ***C-level postings:***

- Are usually, but not always, made in a timely fashion.
- Are generally accurate, but the information delivered is limited.
- Make vague or incomplete connections between class content and posting by other students.
- Summarize what other students have posted and contain few novel ideas.
- Show marginal effort to become involved with group.

\*If these criteria are met but the 100-200 word count is not met, the score will drop two points.

**D Discussion (6-7 points) – participated 1 time, minimum 2 posts**

***D level postings:***

- Are not made in timely fashion, if at all.
- Are superficial, lacking in analysis or critique.
- Contribute few novel ideas, connections, or applications.
- May veer off topic.
- Show little effort to participate in learning community as it develops.

\*If these criteria are met but the 100-200 word count is not met, the score will drop two points.

**F Discussion (0 points).**

- Participant was rude or abusive to other course participants. In this case, the number and quality of other posts is irrelevant.

Proposal for paper detailing topic for and approach to paper addressing a population appropriate to the student’s proposed dissertation work. This assignment requires the student to compile an abstract that makes a cogent proposal for the full form term paper. Please see the rubric below for a description of the grading and required components.

<b>Section</b>	<b>Content</b>	<b>Possible Percentage</b>	<b>Final Grade</b>
Introduction	<ul style="list-style-type: none"> <li>• Introduces the topic, creates interest, provides necessary background information.</li> <li>• Clearly articulates the population of interest for the paper and relates it to the student’s dissertation topic.</li> </ul>	20%	
Background	<ul style="list-style-type: none"> <li>• Gives a concise description of the challenges experienced by the population addressed by the paper.</li> <li>• Provides a brief linkage between the population, the challenges they face and the relationship to specific health outcomes.</li> </ul>	20%	
Methods	<ul style="list-style-type: none"> <li>• Provides a brief discussion of the students proposed approach to compiling resources for the project.</li> <li>• This includes a general discussion of the literature that will be included.</li> </ul>	20%	
Implications for Health Equity	<ul style="list-style-type: none"> <li>• The student includes a statement of need and relates it to public health priorities.</li> <li>• Student includes a description of the agencies or organizations that have a role in the delineated problem.</li> </ul>	20%	



Conclusion	<ul style="list-style-type: none"> <li>Briefly summarizes the Proposal.</li> </ul>	10%	
Writing skills	<ul style="list-style-type: none"> <li>Writing is scientific, clear, and succinct.</li> <li>Logical sequencing of ideas with smooth transitions between paragraphs.</li> <li>All paragraphs are less than one page in length.</li> <li>A summary is provided after each major section (literature review, framework, methods)</li> <li>No errors in spelling, grammar (subject-verb agreement, use of commas, etc.) or word usage.</li> </ul>	10%	
<b>TOTAL</b>		100%	

Full draft of paper detailing a population appropriate to the student's proposed dissertation work.  
Please see the rubric below for a full description of the components of the paper.

Section	Content	Possible Percentage	Final Grade
Introduction	<ul style="list-style-type: none"> <li>Introduces the topic, creates interest, provides necessary background information.</li> <li>Clearly articulates the population of interest for the paper.</li> <li>Uses relevant and recent citations to support problem statement</li> <li>Provides definitions of concepts when relevant.</li> <li>Uses statistics to underline the scope of challenges to the population in question.</li> <li>The relevance of the topic for nursing is justified.</li> </ul>	10%	
Literature review	<ul style="list-style-type: none"> <li>Integrates the most significant findings from the literature to present what is well understood, what is less understood, and what questions remain.</li> <li>Review of the literature describes the outcome variables as it relates to the topic of interest.</li> <li>Literature review reflects conceptualization of the clinical problem and outcome variables from appropriate sources.</li> </ul>	30%	
Discussion	<ul style="list-style-type: none"> <li>Provides a discussion of the population of interest and the relationship between their social status and the threats to health.</li> <li>Clearly states the direct effects on health represented by health disparities in the</li> </ul>	20%	

	<p>population.</p> <ul style="list-style-type: none"> <li>• Makes a clear statement of current public and/or public health policy related to the population.</li> </ul>		
Implications for Health Equity	<ul style="list-style-type: none"> <li>• The student provides a concise proposal for policy and/or clinical remedies that will address the disparity.</li> <li>• Student clearly describes a path towards health equity for the population with evidence-based and clearly articulated remedies.</li> </ul>	20%	
Conclusion	<ul style="list-style-type: none"> <li>• Briefly summarizes the paper.</li> <li>• Does not introduce new ideas.</li> <li>• Does not use citations in this section.</li> </ul>	5%	
Writing skills	<ul style="list-style-type: none"> <li>• Writing is scientific, clear, and succinct.</li> <li>• Logical sequencing of ideas with smooth transitions between paragraphs.</li> <li>• All paragraphs are less than one page in length.</li> <li>• A summary is provided after each major section (literature review, framework, methods)</li> <li>• No errors in spelling, grammar (subject-verb agreement, use of commas, etc.) or word usage.</li> </ul>	10%	
APA Format	<ul style="list-style-type: none"> <li>• Adherence to APA format (title page, abstract, levels of headings, citations in text, references)</li> <li>• Direct quotations from sources are used minimally and appropriately cited</li> <li>• 15 pages +/- 10%</li> <li>• Reference list is in APA format.</li> </ul>	5%	
<b>TOTAL</b>		100%	

Presentation of the final paper. The student will lead a discussion of the paper during the required Zoom sessions. Please see the rubric below for a description of the paper.

Category	Scoring Criteria	Total Points	Score
<b>Organization (15 points)</b>	The presentation is well structured	5	
	Information includes all pertinent aspects of the population addressed by the paper	5	
	Presentation includes smooth linkages between the required sections of the paper.	5	
	Introduction is attention-getting, lays out the problem well, and	5	

<b>Content (45 points)</b>	establishes a framework for the rest of the presentation.		
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
<b>Presentation (40 points)</b>	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	

### Grading Scheme

Grade	Range
A	90 -100%
B	80-89.9%
C	70-79.9%
D	60-69.9
F	<60

### Proctored Exams:

Information for taking proctored online exams can be found on the [Distance Learning website](#). [Links to an external site.](#) and in the [Honorlock Resources for Students reference \(Links to an external site.\)](#). There is currently no need to pay a fee, select a proctor, or make an exam appointment. All unit exams will be on Canvas and proctored via Honorlock.



## **Technology Requirements**

Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the most current technology requirements, visit the FSU Canvas support site.

## **Canvas Support**

Need help with Canvas? Contact FSU Canvas Support:

**Email:** [canvas@fsu.edu](mailto:canvas@fsu.edu)

**Phone:** (850) 644-8004

**Website:** [support.canvas.fsu.edu](http://support.canvas.fsu.edu)

**Hours:** 8am to 5pm, Monday – Friday

## **Course Policies:**

### **COMMUNICATIONS/NETIQUETTE**

\*\*\*\*\*Most information related to this course will be communicated via Canvas announcements. Please check course site routinely.\*\*\*\*\*

#### **For Zoom Lectures/Meetings:**

- Make sure that your camera is turned on and that your face is in full view of the camera
- Do not lay in or sit on your bed. Please sit at a table or desk.
- Do not sit in full view of bathroom/mirrors.
- Remind roommates and family camera is on.
- Shirt and pants are NOT optional. Dress like you are having a face to face class.
- Turn off the TV/music if in the same room.
- Have treats/snacks for dogs/children
- Log in 5 min early.
- Have charger in same room.
- Pencil drums and pen clicking are distracting
- Mute yourself if you are not talking
- If using headphones, make sure they work prior to the call
- Please eat and cook breakfast before the call

#### **For Discussions:**

- Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.
- Be mindful of how you express your emotions and humor and be sensitive to cultural and ability differences of your online peers.
- Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
- Avoid messages such as, "Wow," "Way to go," or "Ditto" and aim for comments that validate other members' ideas through careful explanation of why.
- When replying, give a short description in the subject line of what you are replying to, and use correct punctuation and spelling throughout your post.

## **For Email Communication:**

- The official method of communication for this course is our FSU e-mail accounts.
- To stay informed and aware, students are required to set up and maintain the account and check it *AT LEAST* three times per week.
- If you choose to have your official FSU account forwarded to another e-mail account, you are still held responsible for all information distributed by the University to your FSU account.
- For email, please respond to your instructor's and peers' messages within a 24-hour period.
- Use a brief description in the subject line that outlines the topic of discussion.
- Avoid using slang or profane words.
- Use your instructor's correct title he or she prefers for communication.
- Avoid using emoticons, such as smiley faces, and maintain a professional demeanor.
- Sign your email messages using your full name.
- **AVOID USING ALL CAPS.** This makes the message visually difficult to read and is perceived by the reader as "shouting."
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Ask yourself whether you would be comfortable if someone other than the intended receiver were to read your message. Remember, email is not a completely secure form of communication.
- Refrain from "flaming," which is expressing a strongly held opinion without tact or regard for others. Don't assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it's in print (electronic or not).
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.

## **Text Communication:**

- Text is not the preferred method of communication; however, in certain circumstances it is appropriate. Such as:
- Emergencies (illness, car accident, etc.) in which you need to reach us immediately (NOT a missed assignment)
- Dropped from a Zoom meeting due to internet connectivity issues, computer problems, etc.
- Before you text think, does my faculty member need to know this **RIGHT NOW?**

## **Class Participation, Lateness, and Absence Policy:**

- Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.
- These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse.
- Consideration will also be given to students whose dependent children experience serious illness.
- There are no points associated with attendance in lecture; however, it is an inherent expectation that you will attend class and be an active participant. A random number sequence will be displayed 2-3 times every lecture and students are responsible for individually and privately replying with the displayed number each time.

### **Policy for Missed Tests:**

- Dates are clearly posted for all tests.
- If a student is ill or has a serious problem that prevents him/her from completing the test on the assigned day and time it is given, the student must contact your professor as soon as possible to discuss an alternate plan.
- The faculty of NUR 4445 reserve the right to administer the missed examination in a format different from that given to the cohort (including, but not limited to, oral examination, short answer, and essay).
- Make-up exams will only be given with excused absences in accordance with the university attendance policy

### **Policy for Missed Homework/Quizzes:**

- Due dates are clearly posted for all assignments and quizzes.
- Students who miss the due date for a graded assignment/quiz and do not have an approved university attendance absence will receive a grade of zero.
- Students with incomplete assignments at the end of the course will be given the earned final grade. It is the student's responsibility to complete the work within parameters set by their approved university excuse.

### **Policy on Responding to Students:**

- Email responses typically within 24 to 48 hours.
- Graded assignments typically returned within 2 weeks after due date.

### **College of Nursing Policies**

#### **Professional Critical Behavior Policy:**

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated and as delineated in the FSU General Bulletin. In addition, the following apply in the College of Nursing: The CON Academic Honesty Policy (S-10), the Substance Abuse Policy (S-5) and the Mandatory Clinical Behaviors Policy (U-15). Each policy can be found on the Canvas site for the College of Nursing's Undergraduate Program under Student Policies and within the 2016-2017 Undergraduate Student Handbook.

#### **Academic Penalties:**

In the FSU College of Nursing, students violating the Academic Honor Policy in any assignment, test, etc. will receive a minimum penalty of a grade of zero (0) for the assignment in question. The violation will be reported to the Dean and the University Judicial Officer, and the student may receive an "F" for the course at the option of the instructor.

#### **All College of Nursing Student Policies:**

<https://nursing.fsu.edu/programs/student-policies>

## University Policies

### **University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

### **Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy). The Florida State University Academic Honor Policy can be found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>

### **Americans with Disabilities Act**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
oas@fsu.edu  
<https://dsst.fsu.edu/oas>



### **Confidential campus resources**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program	University Counseling Center,	University Health Services
University Center A,	Askew Student Life Center,	Health and Wellness Center,
Room 4100, (850) 644-7161,	2ndFloor,	(850) 644-6230
Available 24/7/365,	942 Learning Way	<a href="https://uhs.fsu.edu/">https://uhs.fsu.edu/</a>
Office Hours: M-F 8-5	(850) 644-8255	
<a href="https://dsst.fsu.edu/vap">https://dsst.fsu.edu/vap</a>	<a href="https://counseling.fsu.edu/">https://counseling.fsu.edu/</a>	

### **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

### **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.