

NGR XXXX: The Nurse Leader in Research and Health Policy

Semester Year

On Line

Faculty Contact Information:

Credit Hours and Prerequisites

Credit Hours: 3

Prerequisites: None

Co-Requisite: None

Meeting Time:

Meeting Location:

Course Description

This course provides an in-depth examination of leadership theories, change processes, and health policy issues that promote improved health outcomes across complex systems. The steps, strategies, and competencies needed for health policy advocacy in various settings will be explored using real-world examples of nurse leaders involved in policymaking and research. A “Health in All Policies” (HiAP) approach will be used to analyze the influences of policy on advancing the nursing profession and improving health outcomes and the social determinants of health. Leadership, ethical, and social justice principles are integrated throughout the course, and policy development from the local level to the global scale are exemplified.

Course Objectives

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

1. Analyze perspectives of leadership theories and elements of chaos and change processes that facilitate growth and maximize transformation in individuals, organizations, and systems.
2. Evaluate leadership as an integral professional nursing role for nurse scientists that encompasses components including followership, empowerment, confidence, competence, visionary capability, and creativity.
3. Appraise issues related to health policy from the perspective of consumers, healthcare professionals, and other stakeholders.
4. Examine the contributions that nurse leaders can make in promoting excellence and shaping the preferred future for nursing, research, and health care.
5. Apply theories and models of health policy and research evidence to the analysis of healthcare issues and the formulation of solutions that address the social determinants of health and health inequities.
6. Formulate a visionary approach that integrates social responsibility as individuals, leaders, and nurse scientists with global citizenship.

Course Materials

Required Textbook:

Grossman, S. C. & Baliga, T. M. (2021). *The new leadership challenge: Creating the future of nursing* (6th edition). F.A. Davis.

Patton, R. M., Zalon, M. L., & Ludwick, R. (2023). *Nurses making policy: From bedside to boardroom* (3rd edition). Springer Publishing.

Recommended Texts:

Conrad, J. (2020). *What you should know about politics—but don't: A nonpartisan guide to the issues that matter* (4th ed.). Arcade Pub.

Dawes, D. (2020). *The political determinants of health*. Tantor Media, Inc.

Other Required Reading:

Williams, S. D., Phillips, J. M., & Koyama, K., (2018). Nurse advocacy: Adopting a health in all policies approach. *OJIN: The Online Journal of Issues in Nursing*, 23(3), 1.

Websites:

Healthy People 2030. (2022). Health conditions. <https://health.gov/healthypeople/objectives-and-data/browse-objectives>.

World Health Organization. (2022). Health topics. <https://www.who.int/health-topics>

Centers for Disease Control and Prevention. (2022). Health topics. <https://www.cdc.gov/health-topics.html>

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, Exams, 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, Exams, 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:

1. Framing Leadership and Policy
 - a. Classic and contemporary theories of leadership
 - b. Interconnections among health policy, politics, social trends, and health reform that are influenced at multiple systems levels.
 - c. Leadership role including tasks such as envisioning goals, motivating, facilitating change, and advocacy.
 - d. Processes of defining policy problems in relevant contexts and identifying stakeholders
 - e. Use of evidence in influencing policy processes
 - f. Chaos and change theories involving complex systems with nurse leaders as change agents

2. Promoting Transformation

- a. Leadership as an integral component of the nursing role involving transformation, followership, empowerment, and growth in healthcare and other settings.
- b. Nature and strategic significance of innovation and policy
- c. Leadership for implementing policy plan, identifying stakeholders, effective communication, and evaluating and adjusting the action plan
- d. Identifying pathways for influencing policy at multiple levels (institutional, organizational, local, state, national, and global)
- e. Role of research and evaluation in policy processes
- f. Applying a nursing lens to shape policy and promote eliminating structural racism in all areas (workplace, government, organizations, etc.)

3. Advancing the Cause

- a. Concepts of vision and creativity pertaining to leadership
- b. Characteristics of leaders to shape a preferred future for nursing
- c. Potential policy solutions for health inequities in the United States and globally.
- d. Social responsibility of nursing in the context of global health policy.
- e. Strategies that enhance nursing's leadership to influence policy.

Instructional strategies may include reading guides, lecture/discussion, group work, audiovisual aids, interactive case studies, and Exams.

Course Calendar

Week	Date	Topic/Content
Module 1: Framing Leadership and Policy		
Week 1		Topic: The phenomenon of leadership Synchronous Class Orientation to the course: Course syllabus and calendar Readings: 1. Grossman & Valiga, 2021: Chapters 1 & 2
Week 2		Topic: Nurses leading health policy Asynchronous Class Readings: 1. Patton et al., 2023: Chapters 1 & 2 Assignment: Week 2 Discussion Board due by Sunday at 11:59 P.M.
Week 3		Topic: Policy analysis Asynchronous Class Readings: 1. Patton et al., 2023: Chapter 4 & 5
Week 4		Topic: Research and health policy Asynchronous Class Assignment: Research/Policy Assignment due by Sunday at 11:59 P.M.
Week 5		Topic: The evolving leadership paradigm Aynchronous Class Reading: 1. Grossman & Valiga, 2021: Chapters 3 & 4
Week 6		Topic: Testing week Asynchronous Class Assignment: Exam 1 due by Sunday at 11:59 P.M.

Module 2: Promoting Transformation		
Week 7		Topic: Organizational change and evolution Synchronous Class Readings: 1. Grossman & Valiga, 2021: Chapter 5 2. Patton et al., 2023: Chapter 8
Week 8		Topic: Implementation of policy and leadership approaches Asynchronous Class Reading: 1. Patton et al., 2023: Chapter 9 Assignment: Week 8 Discussion Board due by Sunday at 11:59 P.M.
Week 9		Topic: Nurses as leaders of change Asynchronous Class Reading: 1. Grossman & Valiga, 2021: Chapter 6 2. Patton et al., 2023: Chapter 11
Week 10		Topic: Advanced policy evaluation in a nursing and health context. Asynchronous Class Reading: 1. Patton et al., 2023: Chapter 12 Assignment: Week 10 Discussion Board due by Sunday at 11:59 P.M.
Week 11		Topic: Testing week Assignment: Exam 2 due by Sunday at 11:59 P.M.
Module 3: Advancing the Cause		
Week 12		Topic: Leadership vision and problem solving Synchronous Class Readings: 1. Grossman & Valiga, 2021: Chapter 7 2. Patton et al., 2023): Chapter 13
Week 13		Topic: Addressing health disparities through effective leadership Asynchronous Class Readings: 1. Patton et al., 2023): Chapter 14
Week 14		Topic: Presentation week Asynchronous Class Assignment: Global Realities Group Project Presentations
Week 15		Topic: The future of nursing Asynchronous Class Assignment: Global Realities Group Project Presentations (continued) Readings: 1. Grossman & Valiga, 2021: Chapter 9 2. Patton et al., 2023: Chapter 15
Week 16		Topic: Course wrap up Final Exam Week: No Final Exam

Calendar Subject to Change

[Grading Policy](#)

Course Grades are determined by:

Assignment:	Percentage
Linking Research and Policy Assignment	25%
Discussion Board (3)	15%
Exams (2)	40%
Global Realities Group Project	20%

Grading Scheme

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

Linking Research and Policy Assignment

For leaders in nursing and research, developing health policy is visionary and involves identifying problems, brainstorming potential solutions, gaining support from stakeholders, and evaluating existing political circumstances.

For this assignment, investigate the website of one research/policy organization, such as the Robert Wood Johnson Foundation, the Heritage Foundation, the Urban Institute, the Kaiser Family Foundation, and the Commonwealth Fund.

1. Describe the organization and at least three organizational healthcare priorities listed by the organization.
2. How might your research visions/plans fit within one or more of these priorities as a potential solution?
3. Identify the roles of at least two stakeholders and one political circumstance relevant for the project and provide the rationale for their importance and/or influence on the project.
4. How might the application of the research evidence generated by your project contribute toward the analysis of health issues and/or the development of policy solutions at the local, organizational, state, national, or global systems level? Describe the current state of the science and how your project would contribute.
5. Explain how at least one theoretical perspective (leadership principles, chaos and change processes, etc.) would be relevant. Discuss the theoretical underpinnings of the theory and its relevance for this project. At least one reputable source must be used to describe the theory, such as the course textbook or a peer-reviewed journal article.

Grading Rubric-Linking Research and Policy Assignment

Components		Possible Points	Earned Points
-------------------	--	------------------------	----------------------

Introduction	Provide a clear introduction to the purpose and goals of the chosen research/policy organization.	30	
Organizational Healthcare Priorities	Describe at least three organizational healthcare priorities listed by the organization. Provide the rationale for why each of these priorities is important.	40	
Research Vision/Plan	Briefly describe your visions and/or plans for the future project and how it would fit with at least one of the listed organizational healthcare priorities.	30	
Stakeholders and Politics	Identify the roles of at least two relevant stakeholders and at least one political circumstance, Provide a detailed description of the rationale for their importance and/or influence on the project.	40	
Application	Provide a concise, clear, and thorough description of the application of how the evidence generated from your research might contribute toward new knowledge about a health issue and/or policy solution at one or more levels. Provide information about the current state of the science and how your project would contribute toward the base.	50	
Theoretical Component	At least one theoretical perspective relevant for the project is explained by describing the theory and how it is relevant for the project.	40	
References and Formatting	Include references in APA format Includes citation for at least one reputable source for the theoretical component (textbook, journal article, etc.). No spelling or grammatical errors	20	
Total		250 x/250=%	

Discussion Board

There are three discussion board assignments that are worth 50 points each. For each discussion board assignment, the initial post is due by Saturday of the week at 11:59 PM, and the response posts to peers are due by Sunday of the week at 11:59 PM.

Grading Rubric—Discussion Forums

<p>General requirements (20% of the points are deducted <u>for each</u> of the missing general requirements)</p> <ul style="list-style-type: none"> • The initial post includes at least one reference at the end of the post. (textbook and/or outside scholarly reference-NOT wiki's or blogs). • The initial response to the question is posted by Saturday (11:59P.M.) of the week. • The postings are quality indicated by containing at least 100 words for each part (Part 1 and Part 2) of the initial discussion board post for the week. Postings have no grammatical errors or typos. • Responds to additional questions posted for the student by Sun. of the week. • Responds to two peers, as indicated in the discussion board assignment, by Sun. of the week at 11:59 PM. Response posts must contain at least 50 words and should augment the discussion. <p>Quality posts will contain any one of the following aspects each week:</p> <ul style="list-style-type: none"> • Postings thoughtfully considered and responded to the discussion prompt, using sound

argumentation and clear prose to add depth to the conversation.

- Postings engaged with the ongoing conversation and fostered further discussion on the topic.
- Postings explored new lines of argument or different perspectives.
- The posts demonstrated a strong grasp of the language, terms and concepts of the course.
- The post demonstrated learning both for yourself and your fellow students.
- The post provided specific examples to support views expressed.
- The post included analysis of the information presented: e.g. advantages, disadvantages, comparison, contrast, implications, or significance of the information.

Avoid copy/paste and minimize quotes. Students should use their own words.

Exams

There are two Exams (worth 200 points each) that will be administered via Canvas following the first and second modules. Students will have 120 minutes to complete each Exam. **Students are responsible for upholding the Academic Honor Policy in all academic work.**

Global Realities Group Project

Health policy is intended to address health problems and is linked with various system levels such as organizational, local, state, national, and global. Typically, the objectives will be congruent as each level works collaboratively toward meeting overall health objectives.

For this project, students will work in groups of 2-3 students with similar research topic interests to review health topics at the global and national levels. Prepare a PowerPoint presentation that addresses these components:

1. Select a health topic that is closely related to the group's health interest for future research, such as cardiovascular diseases, cancer, etc.
 - a. Introduce the topic by providing information (symptoms, diagnosis, treatment, etc.) and statistics about the problem at the national and global levels.
2. Access the World Health Organization (WHO) website (<https://www.who.int/health-topics/>).
 - a. Describe the health topic at the global level as listed in the WHO webpage.
 - b. List the details of at least two current events or news items posted in the webpage about health problem and/or how it is being managed from a WHO standpoint.
3. Find the similar health topic listed by the Centers for Disease Control and Prevention (CDC; <https://www.cdc.gov/health-topics.html>).
 - a. Describe the health problem at national level and relevant risk factors associated with it nationally.
4. As leaders, researchers and change agents, what national objectives for the health topic would the group need to be aware of? List at least one.
 - a. Objectives can be listed in the CDC website or on the Healthy People 2030 website (<https://health.gov/healthypeople/objectives-and-data/browse-objectives>).
 - b. From this information about the group's chosen health problem, provide at least one potential policy solution at the national level.
5. List at least one potential policy solution for the health inequities associated with the health problem in the United States and globally.
6. For the health policy discussed in this project, describe the social responsibility of nurse leaders and scientists in the context of national and global health policy.

The title of each slide should have the component title. For example, after the title slide, there should be a slide with the "Introduction" heading. The next slide after the Introduction slide(s) should have the "Clinical Information" heading, and so on. One student per group will submit the group's presentation to the Assignment area in Canvas. Each group will present the PPT presentation during Weeks 14 and 15.

Grading Rubric--Global Realities Group Project

Components		Possible Points	Earned Points
Introduction	Provide a brief introduction about the chosen health topic (symptoms, diagnosis, treatment, etc.). What are the statistics at the national and global levels?	20	
Global View	Describe the health topic at the global level.	20	
Global News	Provide information about two current events about the topic and/or how it is being managed from the WHO standpoint.	25	
National View	Describe the health problem at national level and associated relevant risk factors	20	
National Objectives	List at least one national objective associated with the health problem	20	
National Policy Solution	Provide at least one potential policy solution at the national level.	20	
Health Inequities	List at least one potential policy solution to address the health inequities associated with the health problem in the United States and globally	20	
Social Responsibility	For the chosen health problem, describe the social responsibility of nurse leaders and scientists in the context of national and global health policy.	25	
Presentation	Present the group project to the class. Presentations should be presented in a professional manner with minimal verbatim reading from the slides.	20	
References and Formatting	Include references in APA format No spelling or grammatical errors No more than 15 slides	10	
Total		200 x/200=%	

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

Phone: (850) 644-8004

Website: 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/Exams:

- Due dates are clearly posted for all assignments and Exams.
- Students who miss the due date for a graded assignment/exam 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, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Academic Success:

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

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.

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Office of Accessibility Services; and
- (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and,
- (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

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 the latest version of this statement and 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 Center A, Rm. 4100

(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services
Askew Student Life Center, 2nd floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu/>

University Health Services
Health and Wellness Center
(850) 644-6230
<https://uhs.fsu.edu/>

RECOMMENDED LANGUAGE FOR SYLLABI:

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. 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." □

Fall 2021 Suggested syllabus statements for instructional faculty

***Approved by FSU Faculty Senate Steering Committee – August 11, 2021*

Introduction

In addition to the [Fall Semester guidance](#) that Provost McRorie and Vice President Janet Kistner have recently offered faculty, the Faculty Senate Steering Committee has prepared the below suggested materials to assist faculty in communicating with students through their syllabi about the new mask and recording policies now in effect. We will discuss these suggested statements at our first Faculty Senate meeting on September 15, 2021, but for now, **we ask that you distribute them to instructional faculty in your Colleges and Departments as soon as possible, while fall syllabi are under construction.**

These are suggested statements, which means that faculty are free to adopt, modify, or disregard them in their own syllabi as they see fit. They are also available online at the Faculty Senate Curriculum Resources page and [Faculty Senate Resolutions](#) page. With regard to the public health protocols statement, which addresses mask policy and other public health recommendations, we emphasize that the Covid-19 situation is fast-moving and that guidance may change at any time. For now, this provides a tool for communicating with students about

Florida State University's [expectations](#) that everyone masks in our classrooms, even though we cannot formally require it.

With regard to the HB233 recordings policy, we offer two suggested statements, one for use in courses where recordings will be permitted of at least some portion of classes, and another for those in which recordings are categorically excluded under state law and university policy. Note that Vice President Kistner also provided a suggested syllabus statement in earlier guidance delineating when HB233 recording is and is not permissible. The language here provides additional resources for faculty to draw from in creating their syllabi. So long as courses are conducted in accordance with university policy, you may adopt your own syllabus statement, one of the statements here, the statement provided previously by the administration, some combination, or no statement at all.

We hope you find these resources useful and look forward to discussing them with you in September.

Suggested Syllabus Statements

Suggested Syllabus Statement on Public Health Protocols

In our classroom, I will expect everyone to wear a proper, well-fitting mask. As our President has informed the university community, FSU expects everyone on campus to use face-coverings. In regions where virus rates are high, the CDC recommends that even vaccinated individuals wear masks in public indoor spaces, like classrooms, especially where social distancing is not possible. Florida infection and hospitalization rates are greater now than they were at the height of the 2020 surge due to the Delta variant, a more infectious and easily transmissible version of the COVID-19 virus. The best way to protect against serious illness is to be fully vaccinated, but not everyone among us can be. Because the Delta variant can infect even vaccinated individuals and can be spread by them to others, it poses a special threat to members of the community with underlying health conditions and children at home who are too young for vaccination.

For these reasons, FSU expects each member of the community to comply with the public health protocols our President set forth on August 9, 2021, including (1) wearing masks in public indoor spaces, (2) getting fully vaccinated, (3) being tested for the virus if you have symptoms, and (4) staying home and away from others if you are sick. Please remember that you should NOT attend class in person if you have tested positive for COVID-19 or are quarantining after exposure. Finally, please bear in mind that the COVID-19 situation is fast-moving, and that university guidance on the issue may change at any time.

Suggested Syllabus Statement for Classes Subject to HB233 Recording

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state law. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Suggested Syllabus Statement for Courses Not Subject to HB233 Recording

In this class, consistent with state law and university policy, you may not make recordings of classroom activities without the permission of the instructor. This policy applies to both audio and video recordings.

