



Florida International University
College of Nursing and Health Sciences
Bachelor of Health Services Administration

Integrative Course
FALL 2016

COURSE NUMBER HSA 4113
COURSE TITLE Global Issues and Trends Healthcare
SECTION U01
ROOM AHC4 – Room 101
PLACEMENT Semester 3, Senior Year
CREDIT HOURS 3 Credits
CLOCK HOURS 2.5 hours per week
Modesto A. Maidique Campus
Wednesday, 5:00 PM – 7:40 PM
FACULTY Dr. Kellen Hassell
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Health Services Administration
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B&A Office AHC3 – Rm #422
Office Hours: *Mes* 12pm-5pm

CATALOG DESCRIPTION

Developing issues and trends involving global health care systems are analyzed to determine their impact on service delivery, financing, quality measures, evidence-based practice, and accessibility. Prerequisite: HSA 3111, HSA 3180, IHS 4111, HSA 3412C, HSC 3661, ENC 3213 or COM 3110 or PAD 3438, HSA 4700, HSA 4190, HSA 4110, HSA 4170, and HSA 4421 with Department consent

COURSE DESCRIPTION

This course introduces students to contemporary global issues and emerging trends in health care. Issues to be reviewed and discussed will involve policy questions effecting healthcare organizations, financing, quality controls, regulatory compliance, accessibility, and the delivery of services. Multi-national comparisons will also be discussed in order to identify “best practices” on a global basis. This is a dynamic course that will identify for discussion and analysis any noteworthy developments and activities that will impact global health care systems.



COURSE OBJECTIVES

Upon completion of HSA 4113, students are expected to be able to:

1. Gain an appreciation of the complexity and differences of global health care systems and how issues and trends require careful scrutiny and analysis to determine the impact.
2. Identify key issues and trends in the delivery of health care services nationally and globally to diverse populations. **(GL)**
3. Determine the impact of selected national and global key issues and trends on the delivery of health care services to diverse populations.
4. Understand the strengths and weaknesses of the various global health care systems around the world as compared to the current and future U.S. health care system.
5. Formulate approaches to change to improve national health care services based on an analysis of global health care systems outcomes. **Global Perspective (GP)**
6. Determine the use of evidence-based practice in global health care systems.
7. Identify issues and trends in global health care systems involving technological development and advancement. **Global Awareness (GA)**
8. Determine the different roles of health care professionals within global and national health care systems.
9. Identify global health care reform initiatives that will likely affect the delivery of health care systems. **(GL)**

TOPICAL OUTLINE

Developing global issues and trends of health care systems are analyzed to determine present and future impact to healthcare service delivery and effectiveness, financing, quality, accessibility, and costs. Specific topics to be analyzed and discussed may include, but is not limited to:

- Multi-national delivery systems and the financing thereof
- Governance, ownership, and licensure of healthcare organizations
- Leadership development and effectiveness
- The development of policy, regulations, and compliance
- Technological development and advancement to include electronic records
- Evidence-based practice and quality control and maintenance
- The integration and role of clinical professionals
- Labor issues impacting the delivery of health care services and/or its financing
- Global health care reform initiatives to address quality, accessibility, and/or costs
- Involving issue-specific trends that may impact the delivery of health care services in the future (such as, but not limited to Ebola; HIV/AIDS; Obesity & Heart Disease; Food/Water Insecurity, Hunger, & Poverty; Medical Tourism; Climate Change, Climate-Change-Denying, & Natural Disasters; Abortion & Family Planning; Autism & Developmental Disabilities; Universal Healthcare vs. Private Sector Insurance-based Payers; Health & Wellbeing for Nations at War/Unrest; Vaccinations; Global Health Security & Preparedness for Aggressive Communicable Diseases; LGBT Community Health; Cancer; Euthanasia / Death & Dying; White, Skinny/Thin, Heterosexual, US Privilege; Role of Pharmaceutical Companies in the Investigation and Treatment of Diseases)



TEACHING STRATEGIES

*GLOBAL LEARNING: *The process of diverse people collaboratively analyzing and addressing and addressing complex problems that transcend borders* (Landorf & Doscher, forthcoming publication)*

...Specifically, this course will examine problems that transcend borders of nationality, gender, culture, discipline, sexuality, etc... and attempt to answer what role we—collectively & individually—might play in working to advocate for improvement/change and ultimately solve them in novel, dynamic ways.

1) This course will cover the content using a variety of delivery & engagement approaches such as traditional lecture, debate, critical analysis & collaborative team-based discussion format, in addition to student-designed & created materials utilized to diversify the various delivery methods for course content material (TED Talks, podcasts, photography, written scholarly work, Music presentation, poetry, videos, poster presentations, product prototypes, in-class activities, white-papers advocating policy change, public service announcements, etc).

2) On a weekly basis, students will read, review, listen to, and/or watch the assigned content (formal documents, TED Talks, Podcasts, written scholarly work, case studies, white-papers, etc) prior to each class meeting so as to dynamically engage in the topic being addressed.

3) Students will be prompted to arrive to class with an understanding of a specific set of pre-determined questions/topics, and will be formally assessed on their preparation via in-class discussion and scholarly written submission (SEE ATTACHED APA TEMPLATE).

****Please see the attached template for completion according to APA. The file will also be distributed digitally for additional ease, and should be followed exactly.

4) Select students may be called upon & encouraged to briefly present their written response out-loud to their peers (throughout the class) and professor for confirmation, feedback, debate, and clarification. Ultimately, all students will be charged with sharing the results of their weekly assignment with their *team-based learning cohort* (see more below)...

****This course, and specifically the class meeting/lecture location is designed and constructed to be an experiential “**Safe Space**” for students to acquire **global awareness** knowledge, practice new skills of **global perspective taking**, and begin to develop their ability to express their personal and scholarly-informed viewpoint(s) on **engagement in global healthcare trends, issues, and topics** in a low-risk, highly-encouraging and supportive environment.

This aspect of instruction and participatory learning may be more difficult to some, than others. Those students more comfortable with speaking along these three interconnected global learning objectives, for instance, will use this opportunity to articulate a response in further detail or engage in a constructive debate with their peers and/or the professor to further solidify their voice, understanding & perspective.



Contrastingly, students in-need of more foundational experience in informed scholarly discussion—specifically on course related materials as they relate to awareness, perspective, & engagement, may simply need to “rip the Band-Aid off” and see how it goes. In this case, students will be participating and developing directly via their oral argument, but also indirectly as a health services administrator, leader, manager, and *advocate* in-training by proactively and positively encouraging and supporting their peers around them. All students are expected to participate in this format, with an emphasis placed on professionalism and teamwork when crafting a reply (even & especially in the event of a dissenting opinion). This week-to-week round-table approach will also serve as preparation for a collaborative production of issue-specific materials required toward the second half of the semester.

6) Additional case studies, professor-drafted *quick-papers*, and/or topic-specific articles from appropriate healthcare periodicals may be used to support a particular theory or concept.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking a course that incorporates online / web-assisted material, is a lack of basic computer literacy. Computer literacy is also key to fully capitalizing on the ever-expanding digital and distance video healthcare communication platforms available to administrators and practitioners, as they are increasingly used in health services settings around the world in the coordination of care, nurse-to-provider communications, training, strategic planning, and patient consultation and follow-up.

By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in courses that utilize a Blackboard / web-assisted platform, are expected to have moderate proficiency using a computer. This course utilizes the following additional technological tools/software systems:

1. Microsoft Word
2. Microsoft PowerPoint OR Apple/Mac iMovie OR equivalent presentation software
3. Personal computing device that allows full access (this often *excludes* Tablets) to the web-assisted Blackboard with all associated privileges, including but not limited to: viewing the student gradebook, downloading the syllabus, reviewing announcements, and attaching Microsoft WORD document files (along with other supporting files for final projects) to be uploaded into the assignment dropbox(es).
4. Personal computing device that allows for live audio recording via a microphone (usually built-in with modern-day computers)

Please ensure you have the proper technical requirements. Any technical concerns with Blackboard should be directed to the HelpDesk,



EVALUATION METHODS

All students will be evaluated on the following variables:

- (1) **Class participation & attendance** (defined as, although **not** necessarily exclusively limited to each of the following: arriving on-time; signing the weekly roster; staying for the duration of the class meeting; remaining actively engaged via eye contact/head up; contributing to the class discussion in real-time; and refraining from the use of personal mobile technology). During each course lecture meeting, **you must sign the weekly attendance roster (along with meet other criteria above) in order to not be penalized 1 full course point from your overall course grade per week recorded for all semester weeks with the exception of Exam & Week 1.** The responsibility to sign the roster falls on the individual student, and exceptions to this policy will not be made, discussed, or negotiated. Students are to only sign for themselves. Signing for another student will be constituted as plagiarism/academic dishonesty/representing work for credit that is not one's own and result in an automatic 0 (zero) points for the **entire** course attendance/participation grade category for each student involved (signer/signee).
- (2) Scholarly **Written Submissions** (five)
- (3) **Exams** (two)
- (4) A **Collaborative (Yet Individually-completed) Dynamic “Deliverable” Project “Package”** of diverse content on a classroom current global healthcare trend/issue related construct & a novel commentary/activism/solution (See below for additional information)

TEAM-BASED DYNAMIC “DELIVERABLE” PROJECT DESCRIPTION

You will be grouped into small dynamic collaborative teams to produce a collection of *related & interconnected materials* on a particular global health issue/trend/topic that serves to offer a novel solution to the problem. The “deliverable(s)” you and your team members create will be different, yet connected according to theme, and will mirror (to some extent) the types of materials your professor will utilize in the course to deliver content in diverse ways—to foster interest & problem/trend/issue analysis, provide additional context, and appeal to varying learning styles/abilities, and preferences of students en route to global awareness, perspective taking, & global engagement.

Team-Based Dynamic Deliverable Project Material Packages may consist of student-created, original items such as, but not limited to:

- (A) Podcasts/Recorded Interview
- (B) TED (*style*) Talk/Speech (video recorded)
- (C) Poetry Series Composition
- (D) Music Composition & Performance
- (E) White-paper for Recommended Policy Change
- (F) Public Service Announcement

- (G) Product Prototype
- (H) Original Photography
- (I) Original Narrative Short Story
- (J) Targeted Program Development/Service Delivery Model
- (K) Scripted Mini-Movie
- (L) Site-Visit Observation, Critique, Formal Improvement Recommendation
- (M) Fundraising, Curative Program, Awareness Initiative Platform
- (N) Original Painting
- (O) Original Graphic Design or Other Art Installation
- (P) Major Education Program Curriculum Redesign

****Students are also welcome and encouraged to propose solution-oriented, advocacy-activism “deliverable” materials they would like to pursue beyond this list.*

Potential theme/topics/global health problems include, but will not necessarily be limited to:

- Ebola***
- HIV/AIDS***
- Obesity & Heart Disease***
- Food/Water Insecurity, Hunger, & Poverty***
- Medical Tourism***
- Climate Change & Natural Disasters***
- Abortion & Family Planning***
- Universal Healthcare vs. Private Sector Insurance-based Payers***
- Health & Wellbeing for Nations at War/Post-Conflict***
- Vaccinations, Genetic Testing, Autism & Developmental Disabilities***
- Global Health Security & Preparedness for Aggressive Communicable Diseases***
- LGBT Community Health***
- Cancer***
- Euthanasia / Death & Dying***
- White, Skinny/Thin, Heterosexual, United Statesian Privilege***
- The Role of Pharmaceutical Companies in the Investigation & Treatment of Diseases***

****Students are also welcome and encouraged to propose topics of study they would like to pursue beyond this list.*

POLICY ON EXAMINATIONS

Students are expected to arrive on time for all classes, including those class periods with examinations. There will be **TWO** in-class exams for the Fall term. The exam schedule and what it will cover is included in the course calendar for the semester. The exams will count for **20%** of the student’s final grade (15 points + 5 points).

For in-class exams, students shall refrain from suspicious behaviors such as talking, looking around the room, tapping on their desk, etc. it is the responsibility of the student not only to abstain from cheating, but, in addition, to guard against making it possible for others to see their answers. Any student who helps another student obtain answers to the exams or quiz is as guilty of cheating as the student he/she assists. Faculty reserves the right to take the exam/quiz of any offender and give that student a 0 (zero) for the exam. If such behavior is observed, the

student(s) responsible will be reported for Academic Misconduct.

There will be **NO MAKE-UPS for MISSED EXAM(S) or LATE WRITTEN ASSIGNMENTS OR MAJOR PROJECT WORKS**. During the course of the semester, assignments will be required at specified intervals.

Each of these assignments will have a specific deadline for response (the assigned class meeting) with **NO** exceptions. Selected students will be selected and requested to present and discuss their response to the problem/issue.

******PLEASE NOTE:**

Written Submissions & Final Project PROPOSAL must be electronically turned in as a **Microsoft Word document attachment (or a Word.doc file saved in an appropriate PDF) using the provided APA Template via the course's Web-Assisted Blackboard platform assignment drop-box by the deadline. Unacceptable assignment submission attempts, such as but not exclusively limited to the following will give automatic zero-credit per occurrence:** Copy-pasting the text of your submission into the submission "text-box" is not acceptable, and will result in an automatic zero grade for the assignment. Uploading any non-Microsoft Word document file (i.e. Pages, Google Docs shares/redirects, Txt Files, etc) is not acceptable, and will result in an automatic zero grade for the assignment. Attempting to email the professor your assignment instead of submitting it via the Blackboard dropbox is not acceptable, and will result in an automatic zero grade for the assignment. Corrupted files that appear submitted, but are unreadable (will not open/are "all white"/blank), are not acceptable and will result in an automatic zero grade for the assignment. Uploading the incorrect file for a specific assignment is not acceptable, and will result in an automatic zero grade for that assignment.

Each Written Submission assignment is worth 3-points (out of 100) for your overall course grade. The PROPOSAL is worth 20-points (out of 100) for your overall course grade. Please understand the significance of this, and plan & complete your written submissions & proposal accordingly. Please refer to the calendar of weekly assignments for when assignment drop-boxes will become available for submission. All submissions will be due by **Sunday @ 11:59:00pm of the respective week it is due.** There will be no exceptions for late submissions (i.e., they will be considered late when time-stamped late BY Blackboard), or "draft" attempts not officially turned-in, or any of the unacceptable attempts (such as, but not exclusively limited to those outlined) above. Late, unacceptable, or draft attempts will result in a zero-grade for the assignment. **No additional considerations, negotiations, or explanations will be explored or discussed.** Unacceptable = Automatic Zero. Any technical problems with Blackboard need to be directed to the HelpDesk.

• **Written Submission Grading RUBRIC:**

1. Student utilizes the provided **Written Submission APA Template**, maintaining its properties, including updated date/submission # info, including the relevant Reference Page citation & in-text citation provided for the given assignment, and

utilizes appropriate APA formatting with regard to levels of headings, page numbers, font, spacing, alignment, and font-size (Yes = 1 point; No = 0 points).

2. Student successfully and completely addresses **EACH ITEM** in the **Written Submission Prompt** (question set) as contained in the weekly professor PDF slides (Yes = 1 point; No = 0 points)
3. Student utilizes appropriate, academic, professional, and scholarly grammar throughout the document. (Yes = 1 point; No = 0 points)

BREAKDOWN OF REQUIREMENTS

[Percentage % = Points out of 100 ... i.e. direct 1:1 weighting]:

Syllabus Acknowledgment	3 points (submit by Week 2)
Attendance & Participation	12 points
Written Submissions	15 pts (5 total / 3.0 pts each)
Exams	20 points (2 total / E1=10 pts; E2=5 pts)
Individual "Deliverable" Project Proposal	10 points
Dynamic Materials Project Product "Individual Deliverables"	20 points
Collaborative "Pecha Kucha" Visually Supported Narrative (Audio/Video)	10 points

Fzero Grade

Beginning Fall 2004, the Faculty Senate approved the addition of a course grade of F0 (Fzero). An F0 will be given to students who both earn a failing grade based on course standards and who fail to complete at least 60% of the course requirements or fail to attend at least 60% of class sessions. An F0 equals zero grade points per credit hour and is a permanent grade.

Incomplete Grades

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption **not** caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two semesters as it automatically defaults to an "F" grade in the course. See the FIU Undergraduate Catalog for additional policies/procedures related to an incomplete grade. **An Incomplete approved by the faculty member must include a contract developed and signed by both faculty member and student.** It is the student's responsibility to ensure that the faculty member has received the missing materials in a timely fashion according to the signed contract for a grade change to be implemented.

Feedback

Exam grades will typically be returned the week following the exam, or 2-weeks following- depending on class size for a given semester. Grades for assignments will typically be issued

within 2 weeks after the due date, unless otherwise noted (as in the case of your Project Proposals, Final Projects, and Individual Pecha Kucha, which may take a bit longer).

GRADING SCALE

A	93-100%
A-	90-92%
B+	87-89%
B	84-86%
B-	80-83%
C+	76-79%
C	70-75% Missing
D	60-69%
F/0	0-5%

NO REQUIRED TEXT (beyond APA manual for proper scholarly writing assignments). Articles, discussion topics, issues and trends, etc., will be searched and may provided by organizations such as, but not limited to:

- Dept of Health/Human Svcs – Global Health – <http://www.globalhealth.gov>
- The Commonwealth Fund - <http://www.commonwealthfund.org/>
- Hospitals & Health Networks - http://www.hhnmag.com/hhnmag_app/index.jsp
- World Health Organization – <http://www.who.int/en/>
- The Joint Commission – <http://www.jointcommission.org/>
- Joint Commission International - <http://www.jointcommissioninternational.org/>
- The International Society for Quality in Health Care – <http://www.isqua.org/>
- American College of Healthcare Executives – <http://ache.org/>

KEY UNIVERSITY DATES FOR COURSE & FALL 2016 SEMESTER:

Sunday, August 14, 2016	Last day to add courses without incurring a \$100 Late Registration Fee
Monday, August 29, 2016	Last day to add/drop courses or withdraw from the University without incurring a financial liability.
Friday, September 16, 2016	Last day to withdraw from the University with a 25% refund of tuition.
Monday, October 31, 2016	Last day to drop a course with a DR grade. Last day to withdraw from the Univ with a WI grade.
Mon, Sept 5, 2016; Fri, Nov 11, 2016; & Thurs+Fri, Nov 24-25, 2016	Labor Day Holiday; Veterans Day Holiday; Thanksgiving Holiday (University Closed on those dates)



CLASS SCHEDULE AND ASSIGNMENTS

Week #	Class Date	Class Agenda	Expectation/Due
Week 01	8/24	"Global Learning" Overview, Dynamic Team-Based Materials Project Disc. + Syllabus	Syllabus Review & Semester Orientation
Week 02	8/31	In-class Lecture, Discussion, Activity Assign: Turn-in Syllabus Acknowledgment	Attendance, Active Participation Written Submission 1
Week 03	9/07	In-class Lecture, Discussion, Activity Prep-Assignment: Locate and arrived prepared w/ 2-additional sources re: Written Submission #1	Attendance, Active Participation Written Submission 2
Week 04	9/14	In-class Lecture, Discussion, Activity Prep-Assignment: Locate and arrived prepared w/ 2-additional sources re: Written Submission #2	Attendance, Active Participation Written Submission 3
Week 05	9/21	In-class Lecture, Discussion, Activity Prep-Assignment: Locate and arrived prepared w/ 2-additional sources re: Written Submission #3	Attendance, Active Participation
Week 06	9/28	Exam #1: Content of Weeks 1-5 Prep-Assignment: Review Exam Materials Dynamic Materials Project/Proposal Work	Exam #1 and Project/Proposal Prep Work
Week 07	10/5	In-class Lecture, Discussion, Activity Prep-Assignment: Turn-in Ready Draft Project Product Proposal OPEN DRAFT DAY	Attendance, Active Participation Proposal DRAFT
Week 08	10/12	In-class Lecture, Discussion, Activity Prep-Assignment: Finalize Proposal Project Product Proposal DUE 10/9 @ 11:59pm!!	Attendance, Active Participation Proposal DUE
Week 09	10/19	In-class Lecture, Discussion, Activity Prep-Assignment: Locate and arrived prepared w/ 2-additional sources re: Written Submission #4	Attendance, Active Participation Written Submission 4
Week 10	10/26	Dynamic Deliverable Projects Due! "Conference Day Deliverables" (1 st Half of Students)	Attendance, Active Participation Project Delivery
Week 11	11/02	Dynamic Deliverable Projects Due! "Conference Day Deliverables" + (2 nd Half of Students)	Attendance, Active Participation Project Delivery
Week 12	11/09	Collaborative Pecha Kucha Projects Due! (1 st Half of Students)	Attendance, Active Participation PechaKucha Delivery
Week 13	11/16	Collaborative Pecha Kucha Projects Due! (2 nd Half of Students)	Attendance, Active Participation PechaKucha Delivery
Week 14	11/23	Exam #2	Exam #2
Week 15	11/30	In-class Lecture, Discussion, Course Reflection Prep-Assignment: Read/View/Listen to ALL Classmates' Deliverables & Pecha Kucha's	Attendance, Active Participation
Week 16	12/07	Final(s) Week: Written Submission #5 BHSA Program Reflection/Critique Process	Written Submission 5



FIU POLICIES

Policy on Academic Integrity and Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct in any form they will be dealt with according to FIU's Code of Academic Integrity (<http://www.fiu.edu/~dwyere/academicintegrity.html>).

Incidents of (a) cheating, (b) plagiarism, (c) misrepresentation by lying to a member of the faculty, staff, or administration to increase one's grade, (d) bribery or offering money or any item or service to a member of the faculty, staff or administration to gain academic advantage for one's self or another, (e) conspiracy by planning or acting with one or more fellow students, any member of the faculty, staff or administration or any other person to commit any form of academic misconduct together, (f) falsification of records, tampering with or altering in any way any academic record used or maintained by the University, (g) academic dishonesty in general by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity are grounds not only for immediate failure in the course but (also) potential dismissal from the University. Academic misconduct includes, but is not limited to cheating, plagiarism, misrepresentation, misuse of computer services, bribery, conspiracy and collusion, falsification of records, and academic dishonesty. Additionally, students are expected to comply with the APA (2010) Ethics of Scientific Publication standards (pp. 11-20, 231-236) in all writing and peer review activities.

Consequences of Academic Misconduct

Evidence of misconduct the first time results in a zero (0) for the assignment and a referral to the Office of Student Conduct and Conflict Resolution (OSCCR). Evidence of misconduct the second time results in a Failure (F) for the course and a referral to OSCCR. Evidence of misconduct the third time results in dismissal from the program and a referral to OSCCR.

Students with Disabilities

If you have a disability and need assistance, please contact the [Disability Resource Center](#). (University Park: GC190; 305-348-3532) (North Campus: WUC149, 305-919-5345. Upon contact, the Disability Resource Center will review your request and contact your professors or other personnel to make arrangements for appropriate modification and/or assistance.

Sexual Harassment

For information on sexual harassment, please visit: <http://regulations.fiu.edu/regulation>

Religious Holy Days

The University's policy on religious holy days as stated in the University Catalog and Student

Handbook will be followed in this class. Any student may request to be excused from (on-line) class to observe a religious holy day of his or her faith.

Academic Integrity

To view our Code of Academic Integrity, please visit:

http://academic.fiu.edu/AcademicBudget/misconductweb/Code_of_Academic_Integrity.pdf

Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have a equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Misconduct Includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is guilty of plagiarism.

Additional notes on misconduct for the purposes of this course: Academic misconduct/cheating/plagiarism applies to ALL materials submitted for credit in this course, not only to written work/papers/etc... also to any component of your final project & the weekly attendance and participation roster). Regarding the roster, students are to only sign for themselves. Signing for another student will be constituted as plagiarism (academic dishonesty/representing work for credit that is not one's own), and result in an automatic 0 (zero) for the **entire** course attendance/participation grade category for the semester (**0 / 12-points**) for each student involved (signer/signee).

As a student taking this class:

- I will not represent someone else's work as my own.
- I will not cheat, nor will I aid in another's cheating.
- I will be honest in my academic endeavors.
- I understand that if I am found responsible for academic misconduct, I will be subject to

the academic misconduct procedures and sanctions as outlined in the Student Handbook.

- I promise to adhere to FIU’s Student Code of Academic Integrity.

Failure to adhere to the guidelines stated above may result in one of the following:

- **Expulsion:** Permanent separation of the student from the University, preventing readmission to the institution. This sanction shall be recorded on the student's transcript.
- **Suspension:** Temporary separation of the student from the University for a specific period of time

**Student Acknowledgement of BHSA Scholastic Requirements at
Fall, 2016 HSA4113 – U01: Dr. Hassell Syllabus Receipt & Agreement**

To remain in good academic standing, students must achieve a grade of “C” or higher in Health Services Administration courses (77-80%). A student who earns less than a “C” in any upper division Health Services Administration course will be required to repeat the course in order to progress in the Health Services Administration program. A student may repeat a course one time only. Students who have failed two Health Services Administration or have consecutive failures in the same Health Services Administration course will be dismissed from the program.

I, _____, have received, read, reviewed and understand
(PRINT NAME)
the BHSA scholastic requirements, along with the syllabus containing the policies and requirements for the above listed course. I agree with, and attest that I will abide by all content and expectations outlined here by the course professor.

Student Signature

Date

Dr. Kellen Hassell
Clinical Assistant Professor

Date