

ATTR 413  
Biomedical Ethics  
Foundational Studies - Ethics and Social Responsibility

Instructor: Catherine Stemmans Paterson, Ph.D.

Office: Tirey Hall Room 132A

E-mail: [cat@indstate.edu](mailto:cat@indstate.edu)

Credit Hours: 3

This course requires no prerequisite or co-requisite courses.

### **Course Description**

This course introduces the student to theories related to philosophy and ethics in order to analyze the issues that confront patients, families, and the interprofessional healthcare team. Issues include but are not limited to advancing technology, professional roles, end-of-life care, social justice, and public policy.

### **Course Purpose**

The purpose of this course is to thoughtfully consider the ethical issues raised in health care environments. Upon completing this course, students should be prepared to ethically analyze health care choices in their personal life and, if appropriate, help patients and families prepare for making health care choices.

### **Course Structure**

This is a distance-hybrid course, requiring extended learning with optional face to face experiences. The distance components of this course are delivered through a series of weekly modules with weekly tasks, readings and assignments. Each module spans one week, beginning on Monday.

### **Foundational Studies**

Successful completion of this course meets the Ethical and Social Responsibility requirement of Indiana State University's Foundational Studies program.

### **SENCER**

As community engagement and service learning are key elements of the mission at ISU, this course revolves around a service-learning project. Activities for this course have been developed to meet SENCER ideals.

### **Open Educational Resources**

This course uses open educational resources (OER) for required reading assignments. OERs are available at no cost to the student.

### **Course Overview**

This course is designed to engage students from several different professional disciplines including pre-medicine, applied medicine, nursing, social work, physical therapy, occupational

therapy, and healthcare administration. This course will examine issues related to public health, professional ethics, patient's rights, role boundaries, technology advances, initiation of life, prolonging life, research involving human subjects, and the struggle to balance healthcare resources with social justice and individual social responsibility.

## Required Textbook and Resources

### Required Textbook

This course uses open educational resources (OER) for required reading assignments. OERs are available at no cost to the student.

Title: Public Health Ethics: Cases Spanning the Globe

Editors: Drue H. Barrett, Leonard W. Ortmann, Angus Dawson, Carla Saenz, Andreas Reis, Gail Bolan

Year of Publication: 2016

ISBN: 978-3-319-23847-0

Access to the full text of this book is available

at: <https://link.springer.com/book/10.1007%2F978-3-319-23847-0>

Additional readings are listed on the course website.

### Required Websites

Ethics in Medicine <http://depts.washington.edu/bioethx/topics/mistks.html>

The President's Council on Bioethics. [www.bioethics.gov](http://www.bioethics.gov)

Indiana State University Cunningham Memorial Library Tutorial

<http://lib.indstate.edu/tools/tutorials/>

Google Scholar <http://scholar.google.com/>

### Deadlines

All times associated within the course, syllabus, course schedule, or otherwise are of the Eastern Time Zone (ET).

### Learning Objectives

The following table identifies the outcomes associated with the Foundational Studies Program at ISU. Before a student graduates from ISU with a bachelor's degree all of these will be scaffolded across their curriculum. Only those which are in bold are addressed in ATTR 413: Biomedical Ethics; those outcomes not bolded will have N/A listed in the course integration column.

Foundational Studies Outcomes	Course Integration
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<b>1. Locate, critically read, and evaluate information to solve problems;</b>	1. Students will search for information related to their formal paper, and discussion posts.
<b>2. Critically evaluate the ideas of others;</b>	2. Students will evaluate their own ideas based on ethical principles and ideas presented in presentations and reading assignments.
<b>3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);</b>	3. Students will explore physiology and anatomy from the natural sciences, philosophy, ethics, health statistics, healthcare economics, medical technology, and the history of significant cases that have shaped US laws.
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;	N/A
<b>5. Demonstrate the skills for effective citizenship and stewardship;</b>	5. Students will develop a volunteer relationship with a community service agency and write about their experiences
6. Demonstrate an understanding of diverse cultures within and across societies;	NA
<b>7. Demonstrate an understanding of the ethical implications of decisions and actions;</b>	7. Students will develop a deeper understanding of their personal ethical decision making framework and understand the processes and safeguards for healthcare decisions
8. Apply principles of physical and emotional health to wellness;	N/A
<b>9. Express themselves effectively, professionally, and persuasively both orally and in writing.</b>	9. Students will increase their mastery of communication through discussion boards, and their formal paper

**ETHICS and SOCIAL RESPONSIBILITY (E&SR)**

ATTR 413: Biomedical Ethics has been approved as a Foundational Studies course in the Ethics and Social Responsibility category. All students will:

<b>E&amp;SR Outcomes</b>	<b>Course Integration</b>
1. Understand the historical and philosophical bases of ethical decision-making and social responsibility	1. The first weeks of the course set the framework for ethical decision-making and social responsibility.
2. Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;	2. Students will explore what is critical thinking and what is reasoned inquiry throughout the course. This will be

	demonstrated and reinforced with the formal paper.
3. Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility; and	3. Students will demonstrate ethical professional decisions and social responsibility based on discussion posts, community service and formal paper
4. Articulate how one's ethical framework and understanding of social responsibility shape one's actions.	4. The student will demonstrate this outcome in community service, discussion posts, and the formal paper.

**COURSE LEARNING OUTCOMES (COURSE)**

Upon completion of ATTR 413: Biomedical Ethics students will be able to:

1. Describe ethical theories and concepts that serve as the foundation for biomedical ethics and social responsibility
2. Compare and contrast codes of conduct including professional ethics, standards, and laws from different professional disciplines.
3. Develop an ethical framework to analyze biomedical ethical dilemmas.
4. Review important patient/client cases that have influenced biomedical ethics.
5. Identify key issues that stimulate biomedical ethical dilemmas, such as, advancing technology, prolonging life, social justice, and health care resources.
6. Describe the function of the bioethics review committee from a local to a national level

**SKILL APPLIED LEARNING REQUIREMENTS (Skill Applied Learning)**

<b>Skill Applied Learning</b>	<b>Course Skill Integration</b>
1. Explicitly demonstrate how the curriculum will develop critical thinking skills	1. This course has intentionally been designed to include controversial content to allow for student reflection and discussion that models critical thinking related to issues of biomedical ethics.
2. Explicitly demonstrate how the curriculum will develop information literacy skills	2. Students will search and select recent quality articles to support their discussion posts, and formal paper.
3. Include a graded writing component, which whenever possible is developmental	3. The Formal Paper is a developmental writing assignment. That means students will get feedback from the instructor on the Review Copy of this assignment and be expected to incorporate the feedback before submitting the final copy.
4. Must give students the opportunity to apply what they are learning to real world scenarios	4. Discussion board posts, and community service will require students to apply ethical principles and decision making

5. Must include opportunities for experiential learning or community engagement	5. Each student will develop a volunteer relationship with a community service agency, volunteer, and reflect on their experiences during the semester's time frame.
6. Must give students the opportunity to identify and solve problems	6. This skill will be demonstrated in the discussion posts, test and community service.
7. Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks (e.g., novels, classical literature, primary sources, science journals, poems, lyrics, blogs, etc.)	7. The required test, quizzes, formal paper assignment and discussion board posts.

### Course Evaluation

Quizzes	1% each, 10 totaling 10%	100 points
Discussion Posts	1% each, 10 totaling 10%	100 points
Test	25%	250 points
Formal Papers	2% for proposal, 2% paper template quiz, 6% for annotated bibliography, 8% for the review copy, and 12% for the final copy; totaling 30%	300 points
Community Engagement	5% for proposal, 10% for reflection video, 10% for completion certificate, totaling 25%	250 points

Late quizzes, proposals, and discussion board posts will result in a zero grade. All other assignments turned in after the deadline are subject to a late penalty. The late penalty is based on when an eligible assignment is submitted as compared to the deadline.

Eligible assignments turned in within 48 hours of the deadline will have a 10% deduction.

Eligible assignments turned in between 48 and 96 hours of the deadline will have a 30% deduction.

Eligible assignments turned in between 96 and 144 hours of a deadline will earn a 50% deduction.

Eligible assignments turned in between 144 and 168 hours will earn a 75% deduction.

Eligible assignments turned in over 168 hours after the deadline will result in a zero grade.

With the exception of the Review Copy of the Formal Paper, students can expect feedback within 2 weeks of an assignment's deadline. Feedback on the Review Copy of the Formal Paper will be sent within 4 weeks of its deadline (assuming that the paper was submitted). If a student does not submit an assignment by the deadline, then feedback will be delayed.

### **Grading Scale**

A+ = 99.5 - 100.0%

A = 92.5 - 99.4%

A- = 89.5 - 92.4%

B+ = 86.5 - 89.4%

B = 82.5 - 86.4%

B- = 79.5 - 82.4%

C+ = 76.5-79.4%

C = 72.5-76.4%

C- = 69.5-72.4%

D+ = 66.5-69.4%

D = 62.5-66.4%

D- = 59.5-62.4%

F ≤ 59.4%

### **Instructor and Student Expectations**

- (1) I will primarily communicate with you via email and the Blackboard site.
- (2) On line participation, is graded for both the content of your comments (information and references) and how you communicate (professionalism and respect);
- (3) I will evaluate (and may participate) in discussion boards and other course interactions;
- (4) Due to the online nature of this course, students are expected to be technically competent with word processing, internet navigation, online document download and upload delivery, and respectful internet communication skills;
- (5) You are expected to have access to the internet, ISU Blackboard site, [Microsoft Office Professional Plus](#) (free to students) and have file storage capabilities. The ISU Office of Information Technology provides computing resources to assist you.
- (6) While I do not expect to have any on large group meetings, if one is deemed necessary, by me, you will have at least 1 weeks' notice; every effort will be made to have online accessibility and to create/distribute minutes of the meeting for students who cannot attend;
- (7) Laptop Required for Course: Regular Usage: For the purposes of this course, it will be assumed that you are in compliance with the mandatory laptop policy of the University. You will be expected to bring your laptop and be ready to use it for every class period. Usage of the laptop must conform to the provisions of this course as laid out in this syllabus as well as the Code of Student Conduct.
- (8) Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate

academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page. **Academic dishonesty is not tolerated at Indiana State University!** The penalties may be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the academic deans.

(9) Emergency Services for Natural or Catastrophic Events - Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. The student should provide for their own and family safety and contact their instructor via phone, private email, or thru alternate provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If for any reason there is no internet or phone communication available for an extended period of time, postal service will be used to communicate between the faculty and student. Courses that have a clinical component may not be able to continue and in this instance the student will be awarded an *incomplete* until a revised completion plan can be determined. The Department of Public Safety website can be accessed at <http://www.indstate.edu/pubsafety/> Emergency Response Plan and other documents concerning student and faculty safety can be found at this web site.

(10) Accommodations and Support - Indiana State University recognizes that students with disabilities may have special needs that must be met to give them equal access to college programs and facilities. If you need course adaptations or accommodations because of a disability, please contact us as soon as possible in a confidential setting either after class or in my office. All conversations regarding your disability will be kept in strict confidence. Indiana State University's Student Support Services (SSS) office coordinates services for students with disabilities: documentation of a disability needs to be on file in that office before any accommodations can be provided. Student Support Services is located on the lower level of Normal Hall in the Center for Student Success and can be contacted at 812-237-2700, or you can visit the ISU website under A-Z, Disability Student Services and submit a Contact Form. Appointments to discuss accommodations with SSS staff members are encouraged.

(11) Positive Learning Environment - The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action.

### **World Clock Time Converter**

<http://www.timeanddate.com/worldclock/converter.html>

### **A Student Guide to Academic Integrity**

Indiana State University requires that all students read and support the **Policy on Academic Integrity**. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of

integrity in all facets of work and study. The **Policy on Academic Integrity** describes appropriate academic conduct in research, writing, assessment and ethics. The policy is found in the **Code of Student Conduct** and on the web at [www.indstate.edu/sci/](http://www.indstate.edu/sci/).

Academic Integrity plays an important role in every aspect of the academic experience:

- Academic Integrity affirms the importance of learning and the mastery of subject matter in a given discipline.
- Academic Integrity is critical to the reputation of the institution and to the degrees conferred by that institution.
- Academic Integrity and the sharing of knowledge must be based on honesty and truthfulness. Knowledge tainted by dishonesty has no value.
- Persons who engage in academic dishonesty cheat themselves and the entire University.
- Academic Integrity is the cornerstone of our community of learners.

### **Academic dishonesty is not tolerated at Indiana State University!**

The penalties can be severe and include:

- Grade penalty for the test or assignment
- Grade penalty for the course
- Additional course assignment to replace the academic exercise and allow a new grade to be assigned. (A Change of Grade Form must be processed to amend the original grade, if appropriate.)
- Referral to the Office of Student Conduct and Integrity to face formal conduct charges. **(Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.)**

Students are urged to discuss questions regarding academic integrity with the instructor or department chairperson.

### **Procedures**

This procedure is predicated on the right of faculty to make academic decisions in the courses they teach, while affirming the core value of academic integrity. By following these procedures, the University community promotes consistency, fairness, and mutual support for the principle of academic integrity.

When a situation arises that appears to be in violation of the policy, faculty should proceed as follows:

1. If the faculty member's initial review of the facts leads to a conclusion that the allegation was unfounded, documents associated with the incident will be destroyed and no further action taken.
2. If the initial facts merit further review and possible action, the faculty member should report the alleged violation to the department chair.



3. The faculty member should arrange a meeting (individually) with the student(s) involved. At this meeting, the faculty member presents the facts supporting the allegation and offers the student an opportunity to provide an explanation or additional information.

4. If the student offers a satisfactory explanation, the matter is dropped and all documents associated with the inquiry are destroyed (e-mails, memos, etc).

5. If the faculty/student discussion causes the faculty member to conclude that a violation has in fact occurred, the faculty member decides what action(s) to take.

Possible actions include:

a. Grade penalty for the test or assignment

b. Grade penalty for the course

c. Additional course assignment to replace the academic exercise and allow a new grade to be assigned. (A Change of Grade Form must be processed to amend the original grade. If appropriate, a student may appeal the course grade through the Grade Appeal Process once a grade has been assigned.)

d. Referral to the Office of Student Conduct and Integrity to face conduct charges.

(Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.)

The faculty member and the department chair complete a Notification of Academic Integrity Violation form. The original form is retained in the Office of Student Conduct and Integrity. A copy is provided to the academic dean for the department of the course involved and the student's major. The faculty member provides a copy of the notification to the student(s) once the process is complete.

6. This form is an informal record. The University will not release this document to any external party unless compelled by subpoena or statute. Absent a repeat violation of the Policy on Academic Integrity, the form will be destroyed when the student completes a degree or does not re-enroll within two years of last attendance.

7. The faculty member is strongly encouraged, but cannot be required, to file a formal complaint or to participate in the hearing process.

8. If the Office of Student Conduct and Integrity receives a second notification form for the same student, the faculty member filing the second form and the appropriate Associate Dean(s) will be notified of the previous violation and adjudication will begin.

9. The department chair or Associate Dean in the specific college will advise the faculty member as to the procedures for filing formal conduct charges.

10. Formal adjudication is recommended when the student has a prior academic integrity violation and/or when the student has engaged in "considerable advanced planning, group coordination, or other serious acts of fraud or deception" (Pavela, *Applying the Power of Association on Campus: A Model Code of Academic Integrity*, **Journal of College and University Law**, Summer 1997).

11. The case will be assigned to an All-University Court hearing panel. The three-member panel includes a faculty, an administrative, and a student justice. The faculty member will serve as the presiding justice. If the complaint involves a graduate student, the presiding justice will be a member of the graduate faculty and the student justice will be a graduate student (when possible)

12. If present, the faculty member will present the complaint to the hearing panel, answer questions and clarify information.
13. The Court must find a preponderance of the evidence to assign responsibility.
14. If the student is found responsible for the violation, the Court may impose sanctions up to and including suspension or expulsion. All documents associated with the process become part of the official student record. This record is managed by the Office of Student Conduct and Integrity under the policy outlined in the **Code of Student Conduct**.
15. The Court may also require the official transcript include the comment "**Due to a violation of the Policy on Academic Integrity**" to the grade(s) assigned as a result of the violation.
16. The student, in accordance with procedures outlined in the **Code of Student Conduct**, may file an appeal of the All-University Court decision with the Office of the Vice President for Student Affairs. The appeal must be based on one or more of the following grounds:
  - a. To determine whether the original hearing was conducted fairly and in conformity with the prescribed procedures giving the accused party a reasonable opportunity to prepare and to present a rebuttal of the allegations.
  - b. To determine whether the sanction(s) imposed is appropriate for the violation that the student is found to have committed, and/or
  - c. To consider new evidence that is sufficient to alter a decision, or to offer relevant facts not brought out in the original hearing because such evidence and/or facts were not known to the appealing party at the time of the original hearing.

## **Maintaining Your Computer**

### *Cisco Clean Access and Important Software Upgrades*

ISU has a mandatory software tool for student computers that forces them to be up to date with Microsoft critical updates and anti-virus data definitions. In other words, when you log in on campus (by wired or wireless connection) you are asked to download a program (CCA - Cisco Clean Access) and authenticate with your Sycamore login. *CCA will check your Windows operating system and anti-virus program to be sure they are current.* If OK, you are permitted to log in to the network; if not OK, you will need the opportunity to download and install the latest updates. When all campus computers have current system software, there are fewer chances for your computer to be infected and attack others on the network.

### *Software Download Site and Other Technology Benefits at ISU*

You are entitled to download a *single copy* of software that we use on this campus to install on your own laptop. The address of this site is <http://downloads.indstate.edu> – this will revert to a different site after you connect. You will have to give your Sycamore login information to gain access to the download, so be sure you only attempt to download the software one time. There you will find Microsoft applications like Office 2007/2010, anti-virus software, and Windows 7. All of this is included at no charge to full-time registered students. *Hint: if possible, save the download file on your hard drive (and burn a CD or DVD copy) so it's available if you need to install it on your computer again.* You are also entitled to *complimentary* black and white laser printing – about 650 pages each semester (\$.03 per page). You can go to a campus computer lab and print a

document from a desktop computer or print wirelessly from your laptop. You will have to install the campus printer software on your laptop to be able to print wirelessly.

*To improve your test taking experience on Blackboard:*

1. Access Blackboard through <http://blackboard.indstate.edu>. Going through the portal may result in a test time out.
2. DO NOT double click your mouse.
3. Close all other windows in the browser
4. Perform ANY AND ALL updates to your computer BEFORE TESTING SESSIONS
6. If possible, take your laptop to the Student Computing Center for a computer check-up.
7. Check your computer equipment (POWER!!!)
8. If you have any technical problems, please call Help Desk at (812) 237-2910 or toll free at 1-888-818-5465 right away. Please make sure you tell them the following information clearly, so they can help you to diagnose the problem: Be prepared to answer the following questions:
  - a. What is the course CRN number and test name?
  - b. What operating system are you using? (e.g., Mac, Window 7, Vista, XP)
  - c. What browser and browser version are you using? (e.g., IE 8.0, Firefox 3.6)
  - d. What type of Internet connection are you using? (e.g. dial up, wireless)
  - e. Describe the problem you are having clearly.
  - f. Have you experienced this same problem before?
  - g. Have there been any changes to your computer since the last time it worked (e.g. new operating system, downloaded something, installed a new program)?

### **Browser Information**

For Windows users, it is recommended to use Mozilla Firefox. For Mac users, it is recommended to use Safari or Chrome.

Most of you are likely to be using a Windows platform. As you will see from the linked website, Firefox appears to have the strongest compatibility with Blackboard (described as fully supported technology with highest level of testing before release). I strongly suggest that you download and use the Mozilla Firefox browser to do all work on Blackboard.

Other browsers can be used, but they are not likely to perform as well.

**When you are taking quizzes and tests, you should ONLY use Firefox with a Windows Platform (and Safari or Chrome with a Mac).**

[https://en-us.help.blackboard.com/Learn/9.1\\_Older\\_Versions/9.1\\_SP\\_10\\_and\\_SP\\_11/Student/002\\_Browser\\_Support\\_SP\\_11](https://en-us.help.blackboard.com/Learn/9.1_Older_Versions/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11)

### **Indiana State University Math and Writing Center**

The MWC helps students from all departments develop the essential skills of math and writing. I recommend that ALL students contact this office and use their services throughout the semester. Students have shared that the skills and knowledge about writing have made a big difference in their scores, increased confidence. Good writing skills enhance your

professionalism in all manner of majors and employment. It is one of the most transferable skills!

The MWC is prepared to assist residential and distance students. Distance students should call the center at 812-237-2989, and they will arrange to meet you virtually. Residential students should visit the MWC on the 2nd Floor of the Cunningham Memorial Library.

<http://libguides.indstate.edu/c.php?g=423656>

### **Standards for Citations and References**

This information is important to understand when constructing your Test responses, Discussion Board Posts, Formal Papers and Reflection Paper for the Community Service Project. APA and AMA citations are not simply listed at the end of your posts. They mark the specific portions in your response within the text of your papers, posts, and responses that are referenced to an source on your reference list.

#### **Here are examples in both AMA and APA formats.**

#### **AMA Format**

For an overview of AMA Style, please see this website:

<http://www.amamanualofstyle.com/oso/public/index.html>

Administration and distribution of over-the-counter (OTC) and prescription medications require multifaceted approaches to encompass a myriad of record-keeping, storage, and administration practices. The athletic training room setting is a unique health care environment, yet it is subject to federal and state laws and regulations for drug dispensation and administration. The National Athletic Trainers' Association (NATA) recently approved a consensus statement for the handling of medications in the athletic training room to aid athletic trainers (ATs) in managing medications.<sup>1</sup>

#### Reference

1. National Athletic Trainers' Association. Consensus statement: managing prescription and non-prescription medication in the athletic training facility. NATA News. January 2009:14–16.

#### **APA format**

Please follow this link for an overview of APA Style.

<https://owl.english.purdue.edu/owl/resource/560/01/>

Much research has been conducted that explores the reciprocal relationship between participation in community service activities and how individuals may (either positively or negatively) experience the community they live in (Tenkasi & Mohrman, 2001). Recent research shows that those individuals who regularly participate in community service activities typically report a greater sense of personal responsibility to community events as well as feeling more “connected” to their community (Hoffman, Espinoza-Parker, Sanchez, & Wallach, 2009).

## References

Hoffman, A., Espinoza-Parker, N., Sanchez, E., & Wallach, J. (2009). *Unity through community service activities*. Jefferson, NC and London: McFarland & Company.

Tenkasi, R. V., & Mohrman, S. A. (1995). Technology transfer as collaborative learning. In T. E. Backer, S. L. David, & G. Soucy (Eds.), *Reviewing the behavioral science knowledge base on technology transfer* (pp. 147-168). Rockville, MD: National Institute of Drug Abuse.

## Finding Peer Reviewed Journal Articles (with Images)

As we approach course assignments that require peer-reviewed journal articles (PRJA), I wanted to provide additional information on how you might determine if a reference fits this description. References in tests, the formal paper, and discussion boards, require you to cite and reference PRJAs.

PRJAs do not come from magazines or newspapers. Magazine and newspaper articles sometimes identify and reference PRJA, so sometimes you might be able to use them in order to find one.

A published journal is the entity that defines whether or not its articles are peer reviewed. Once you find an article that appears to support your response, you should check with the journal to determine if it is peer reviewed or not. These days virtually all journals will have a website.

The link provides a primer for finding PRJAs.

<https://www.google.com/url?q=http://www.indstate.edu/health/sites/health.indstate.edu/files/amr-finding-peer-reviewed-articles-with-pictures.pdf&sa=U&ved=0ahUKEwjmxoW6rdXOAhUW-2MKHZcqB2UQFggEMAA&client=internal-uds-cse&usg=AFQjCNFTJaAA2UVYr8PW7akmTYzwZpGEg>

## Technology Help

If you experience problems with Blackboard or another computer program used by this course, please contact the appropriate help desk.

### Blackboard Issues

Instructional Tools Support

call: (812) 237-7000

email: [isu-blackboard-support@mail.indstate.edu](mailto:isu-blackboard-support@mail.indstate.edu)

### Technology Issues

[OIT Help Desk](#)

call: (812) 237-2910

email: [it-help@indstate.edu](mailto:it-help@indstate.edu)

## Online Web Etiquette

1. Any offensive, sexual, discriminatory or prejudicial language is prohibited.

2. If you disagree with an idea, do not make it personal. Do not use personal attacks or threatening language. Do not post while angry or emotional. Maintain comments in a respectful manner.
3. On-line communications often make it difficult to understand the “tone”. Sometimes the true meaning is misunderstood. Choose your words carefully. Some symbols (e.g., emoticons like :) ) may help communicate that you are less serious.
4. Remember, English may not be the first language for everyone enrolled in this course. Please be tolerant of mistakes; do not use acronyms or abbreviations unless the entire class is familiar with them (e.g., IDOE). Avoid using text message shorthand (e.g., lol). Not everyone is familiar with it.
5. Be polite and professional if you have to correct someone for inaccurate information or mistakes.
6. Do not post personal information of other students without their permission. Do not forward an e-mail, or file attachment without the permission of the author.
7. Please check your spelling and proofread your work.
8. AVOID USING ALL CAPS. It’s considered shouting.
9. Completing Assignments - Posted assignments will have detailed instructions and due dates. Read them carefully and turn work in on time. If questions arise about assignments, post them in the appropriate discussion thread. Ask questions well before deadlines. To avoid unforeseen issues such as power outages or computer glitches, students should turn their work in promptly and not wait until the last minute. All assignments should be submitted to the assignment tab in Blackboard.
10. Respect Others – All forms of communication associated with the class should be viewed as professional and civil. Work on building and maintaining positive relationships and adding something of value to the community. Treat everyone with the same courtesy and respect that you expect to be treated with.
11. If you feel or are concerned of being harassed or someone is abusive or demeaning to you in this online course, please do not hesitate to contact the instructor.

## **Accessibility**

Indiana State University recognizes that students with disabilities may have special needs that must be met to give them equal access to college programs and facilities. If you need course adaptations or accommodations because of a disability, please contact us as soon as possible in a confidential setting either after class or in my office. All conversations regarding your disability will be kept in strict confidence. Indiana State University's Student Support Services (SSS) office coordinates services for students with disabilities: documentation of a disability needs to be on file in that office before any accommodations can be provided. Student Support Services is located on the lower level of Normal Hall in the Center for Student Success and can be contacted at 812-237-2700, or you can visit the ISU website under A-Z, Disability Student Services and submit a Contact Form. Appointments to discuss accommodations with SSS staff members are encouraged.

## **Emergency Services**

Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. Students should provide for their own safety and the safety of their family and then contact their instructors by phone, private e-mail, or through alternately provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If, for any reason, there is no internet or telephone communication available for an extended period of time, postal service will be used to continue; and in this instance students will be awarded incomplete grades until revised completion plans can be determined. The [Department of Public Safety](#) website can be accessed for the emergency response plan and other documents concerning student and faculty safety.

### **Sexual Misconduct Statement**

Indiana State University fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to contact confidential resources listed below. To make a report to the Title IX Coordinator, visit the Equal Opportunity and Title IX website:

<http://www.indstate.edu/equalopportunity-titleix/titleix>.

Confidential Resources:

The ISU Student Counseling Center - Hulman Memorial Student Union 7th Floor; 812-237-3939; [www.indstate.edu/cns](http://www.indstate.edu/cns)

The ISU Victim Advocate - Leah Reynolds; Hulman Memorial Student Union Room 813; 812-237-3829(office); 812-243-7272; [leah.reynolds@indstate.edu](mailto:leah.reynolds@indstate.edu)

Campus Ministries - <http://www2.indstate.edu/sao/campusinistries.htm>;

For more information on your rights and available resources:

<http://www.indstate.edu/equalopportunity-titleix/titleix>

ISU is committed to the prevention of sexual harassment, sexual violence, intimate partner violence and stalking. Degree-seeking graduate and undergraduate students must complete the It's On Blue online education program in order to register for classes.

For additional information about the It's On Blue go to [www.indstate.edu/itsonblue](http://www.indstate.edu/itsonblue).

Questions about the It's On Blue initiative should be directed to [itsonblue@mail.indstate.edu](mailto:itsonblue@mail.indstate.edu).