

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School	College of Health Solutions	Department/School	Health Care Delivery
Prefix:	HC	Title:	Introduction to Dementia and Alzheimer's Disease
Number:	394	Units:	3
	D		

Course description: **Special notes: The course meets every Tuesday from 3:00 - 4:15pm (MST). Students will meet professional experts in dementia care during class time, and then spend four hours per week volunteering for a person with Alzheimer's disease, talking with caregivers, and journaling online with a mentor about your experiences (times & days flexible). Explore careers in memory care by working with professionals (doctors, nurses, social workers, therapists) and learn to communicate with and calm memory care patients. Appropriate for any major with an interest in health care, social sciences, or the humanities. No prerequisites required. Course developed by Hospice of the Valley. For questions contact Gillian Hamilton, MD, PhD, ghamilt3@asu.edu, 602-748-3692.**

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials _____ (Required)

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucic@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Gillian Hamilton MD, PhD E-mail ghamilton@hov.org Phone 602-748-3692

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Deborah L. Helitzer Date: 8/17/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	See 1. below AND pages 6-7 student feedback about the course AND video link.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY <div style="display: inline-block; vertical-align: middle; border-left: 1px solid black; padding-left: 10px;">anthropology, economics</div>	See 2. below
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <p style="text-align: center;">OR</p> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	See 3. below
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	See 4. below
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
HCD	394	Introduction to Dementia and Alzheimer's Disease	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Advance basic understanding and knowledge about human interaction	During this course, students learn the aspects of human interaction that remain as memory declines. They learn how to skillfully communicate with persons with dementia and also with their caregivers. They receive specific instruction in how to interact with persons with dementia to bring them comfort and pleasure, and practice these principles weekly during their home visits and receive feedback about their successes and failures.	Students are taught during class methods of compassionate communication (week 2), how to interact with persons with dementia (week 3 and 4 and in-person mentoring during first home visit to person with dementia during time between weeks 3 and 4), how to reach persons with dementia with music, art, activities, and skillful communication (modelled and practiced during week 5 at Gardiner Home dementia unit), effects of music on persons with dementia (week 9), and during weekly visits to person with dementia and mentoring weekly after those visits through journaling. They also do projects talking with caregivers about the challenges of their journey, and learn from this interaction that caregivers have a more negative view of the person with dementia than the students do, because the caregivers are comparing what the person used to be, while the students are seeing the person with dementia in the present moment with all their positive qualities. Further explication of understanding of human interaction is seen in the student quotes on pages 6 and 7.
2. Course content emphasizes the study of social behavior such as that found in anthropology and economics.	The students study throughout the course how the prevalence of dementia is dramatically increasing in the United States, the economic impact of dementia on our society, and how our society and culture adapt (or do not adapt) to the presence of this growing population.	In week 1, students learn the basics of demography of Alzheimer's disease and other dementias and the economic impact on the health care system. In class 4 about the caregiver journey, they learn the paucity of supports for this population. In class 6, they learn the physiological underpinnings of dementia in the brain and body. Class 12 is devoted entirely to how our community is attempting to adapt and the barriers in our current culture with its high value on productivity. The course (weeks 1 and 12) also reviews in detail the economic impact of this tsunami of dementia in our country.

		<p>During week 13, students watch and discuss videos of how our culture is currently struggling with ethical issues in dementia, including persons with dementia who wish to die, and caregivers who do or do not believe that removing life-sustaining treatment (including food and fluids) is an ethical and compassionate course. Student comments during this ethics discussion include: "One of my favorite classes because it really made us critically think." "Was one of the best and most moving class conversations of my college career ."</p>
<p>3. Course emphasizes knowledge of social and behavioral sciences, and provides experience in methods of inquiry.</p>	<p>During this course, students learn about both social and behavioral sciences as they apply to the field of dementia. They receive instruction on the social science phenomena of dementia in our society; and they receive instruction in (and are able to test with experience) the scholarly research in psychology and medical journals on effective methods of treating the behavioral manifestations of dementia both pharmacologically and non-pharmacologically. During their projects, they design, administer, and analyze questionnaires regarding caregiver experiences, attitudes toward dementia in the general population, changes in personality of the person with dementia over time, and other areas of inquiry.</p>	<p>During classes 1, 2, 3, 4, 5, 6, 9, and 10, students receive information about research into managing persons with dementia and are able to test out what they learn during their weekly visits.</p> <p>Their group projects are designed to give them direct experience in designing questionnaires, and then in administering them. After the data is gathered, the group pools their results and analyzes them, with assistance of the professor. Students are given a choice of projects: caregiver experiences, surveying different age groups in the general population about attitudes toward dementia, exploring how the personality of a person with dementia changes over time, or other areas of interest. Some students choose to review medical charts of patients with advanced dementia as part of an IRB-approved research project. They have little or no experience in carrying out research, and so these projects are very helpful in giving them an understanding of the difference between anecdote and meaningful data, and the challenges of doing good research in the field of dementia. Issues include the challenge of a controlled trial and the need for double-blind design, and the difficulty of obtaining consents in order to protect a vulnerable population .</p>
<p>4. Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>During the student projects, which are carried out throughout the course, students gain an understanding of social and behavioral science perspectives as applied to dementia, and how to critically analyze data. In addition their weekly journals provide them a perspective on the value of participant observation.</p>	<p>Students complete projects as outlined above in #3. They also complete weekly journals describing their visits and what they learned during the visits. The journals, as they look back on them near the end of the course, provide them with a perspective on how much they have learned. Some student comments on the use of the journals: "I found the journals very useful to me. It gave me the ability to reflect on my visit with my patient and think about what I learned. It was very helpful that the social worker commented on our journals every week</p>

		<p>giving us advice on our visits. By writing journals every week, I was able to see the progress of the friendship I was forming with my patient." "Yes, I did find the journals useful. I have saved a document with them in case I want to go back to them in the future. Reading it, you can see my relationship with George grow, which is special to me."</p>
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Student quotes:

I'm a neuroscience major. So I came into this course pretty clinically, and I was like, oh, I'm going to see this disease in progress, and I never really thought about that people who have the disease are, first and foremost, people. And it was really interesting to be able to apply a human aspect to something that I think about in a cell-to-cell chemical sort of way. But instead it's a person who surprises me every single day and can change the way I look at the world.

It changes you, it really does. It teaches you the importance of patience, and learning how to appreciate a person for who they are, in that moment.

It changed my perception of what it means to grow old, and how to do it with grace and joy.

I'd say that the most valuable takeaway I got from the class is that I recognized the wide range of humanity from my experiences with Marjorie. The experience also helped me recognize the ability I have. (I was scared I might do wrong things or screw things up at first.) Also, I feel like my ability to sympathize with others also increased through the visits and the classes.

The visits showed me how different everyone is with the disease, but it truly is a disease of the brain and not the heart. I loved seeing my patient every week and connecting with him.

Although you learn a tremendous amount of information during class, you gain a whole different experience outside of the classroom. Every visit is something new and you are given the opportunity to learn in a new environment. You can apply what you have learned in class, but again, every visit is new, so you keep building on your foundation. In person experience allows you to become more comfortable in new environments and will help you in the future.

The visits were valuable because the experience encouraged me to step outside my comfort level and learn how to not only interact with someone over an extended period of time, but also how to connect with them. The unpredictability of the visits keeps you on your toes and you learn something new each time you go. You can study dementia symptoms and read stories about families, but you don't truly see the magnitude of the illness until you spend time face-to-face with someone suffering from it.

In-person visits help to lend a human aspect to a disease that is so often painted as if it dehumanizes its sufferers. It was incredibly impactful to look into the lives of people with dementia and their caregivers. The in-person visits might have been the most valuable part of my college education so far. Learning how to interact with people who have lost some of their memory is a challenging task, but has really made me think critically about bettering their health care treatment.

Truly, no matter what field you go into, this class has something to offer. Connecting with someone and opening your heart to them is a skill everyone should learn. End of life care is so moving; we get to be present at the most trying and most important times of life. Superficial conversation is replaced with truly meaningful moments. As students, we are young, but sickness and even death is not so far off as it seems. Visiting patients and walking with them informs and empowers the rest of our lives.

These visits have been so important to me. It was the most hands on class I have ever taken at ASU. It was an amazing experience being able to learn in class and immediately apply my knowledge in a real world application in improving the life of my patient. I would absolutely take this course again if I could!

Alzheimer's is a sad disease. It takes away loved ones, and leaves family members pretty devastated, but it also puts life into perspective. I think we all on the most part take so much for granted in our lives. The things that are the most valuable in life, most of us seem to not realize how very lucky we are to have these things. Our health, our senses (eyes, legs, touch, hearing) and even our autonomy to do the things we want to do, and go where we want to go. If I ever lost someone to Alzheimer's, I think it would really make me take a closer look at what is priority in my life, actually this class has given me this awareness. I've seen this in the lives and hearts of family members with a loved one that has Alzheimer's during this semester. I don't ever want to get so busy, or have time erase what I have learned this semester.

This class has affected me professionally and personally. Personally, I feel that I have grown to be more empathetic and understanding. In the past, I have been uncomfortable with speaking about and listening to others' situations. However, through the class discussions and the in-person experiences of working closely with a family, I have grown to be able to comprehend and react in a more personable manner towards others. There has been an increase in my emotional intelligence when it comes to interacting with people, and I find this growth something that will be essential if I decide to become a practicing physician. In addition, my patience has been affected drastically throughout this class and its related field work. Because my patient has early onset Alzheimer's disease, often our conversations consisted of repeated stories, declarations, inquiries, and claims. Thus I slowed down my speech, and I made slower movements. Patience allowed me to build a trust and rapport with my patient.

This class has been such an eye opener for me and others around me. These experiences have really cemented in the idea of how wide spread dementia is and how many people are affected from it... I have developed a great sense of compassion and duty to serve and work with those affected.

Grace, and this class, have taught me that even though it feels like dementia is slowly taking away the people we love, underneath all the fear and confusion, the person we love is still there; they just need extra love and attention to be brought out of it. Working to bring Grace out of the cloudy state of dementia was not always easy, but I loved every minute of it. Each time I visited her, I learned more about who she used to be, who she is now, and how much of her personality has not changed. She constantly inspires me to stay strong in the most difficult of times by realizing what you can fix, and not worrying about what you cannot. She also reminded me how important maintaining your sense of humor is, even when you feel lost. Honestly, she's helped me as much as I've helped her, and I will forever be grateful for all that she's shown me. To say that this class has changed my life seems so cliché, but it's true. I went in with many fears and reservations, but I'm ending this class with a new outlook on dementia and life in general.

A weekly journal entry: During this time, she told me that she sometimes felt like a "flop" because she doesn't do anything. I told her that I was sorry she felt that way, but that I don't see her that way at all. I told her that while she might not physically do much, emotionally, she has become a wonderful friend for me, and that she truly makes me happy when I get to see her. I told her that that was quite a feat because I suffer from depression, so she's able to do something for me that not everyone can. She thanked me for saying that, and we held hands in silence for a beat.

Video: <https://hov.wistia.com/medias/95z2i7015j>

HCD 394 - **Topic:** Intro to Dementia & Alzheimer's Disease

Course Description

Covers topics of immediate or special interest to a faculty member and students.

Enrollment requirements

None

Offered by

College of Health Solutions

Additional Class Details

Special notes: The course meets every Tuesday from 3:00 - 4:15pm (MST). Students will meet professional experts in dementia care during class time, and then spend four hours per week volunteering for a person with Alzheimer's disease, talking with caregivers, and journaling online with a mentor about your experiences (times & days flexible). Explore careers in memory care by working with professionals (doctors, nurses, social workers, therapists) and learn to communicate with and calm memory care patients. Appropriate for any major with an interest in health care, social sciences, or the humanities. No prerequisites required. Course developed by Hospice of the Valley. For questions contact Gillian Hamilton, MD, PhD, ghamilt3@asu.edu, 602-748-3692.

General Studies: No

Units: 3

Repeatable for credit: No

HCD 394: Alzheimer's and Dementia – Change a Community, Change a Life

FALL 2018

Tuesday – 3:00 – 4:15

Dtphx – UCENT238

Faculty Information:

Name: Gillian Hamilton, MD, PhD

Phone: (602) 748-3692

Email address: gghamilton@asu.edu or

Office hours: By appointment

Course Credit Hours: 3

Course Modality: Hybrid, In-Person and Internet

Prerequisites: None

Corequisites: None

Catalog Description: An introduction to Alzheimer's disease and related dementias through discussions with health care professionals and direct experience working with persons with Alzheimer's disease and their caregivers.

Course Overview: This course will explore Alzheimer's disease from the perspective of patients, caregivers, healthcare professionals and the community at-large through class discussions with Alzheimer's and Dementia experts and through direct patient contact.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Describe the physical, psychological and social challenges that patients with Alzheimer's disease encounter on a daily basis.
2. Recognize the various stages of Alzheimer's disease and its impact on the patient and caregiver through direct caregiving experiences.
3. Discuss the roles, responsibilities, and rewards of being a healthcare professional providing care to patients and families living with Alzheimer's disease.

Course Materials:

Joining the Journey

Alive Inside – DVD

General Topic Schedule

Week	Date	Topic	Faculty	Assignments	Notes
1	8/21 - Tuesday	Intro to Alzheimer's disease and dementia course Review syllabus and course expectations. Describe pathophysiology and demographics of Alzheimer's disease and other dementias. Review stages of dementia and measurement. Complete forms – visit information, confidentiality, release and picture.	Gillian Hamilton, MD, PhD		
2	8/28 - Tuesday	Compassionate Communication Watch videos and discuss principles of good communication as they apply to persons with dementia and their families.	Stacia Ortega, MSW		
3	9/4 - Tuesday	Intro to patient visits Go over visits, receive patient assignments, explain intro visits with Rebekah 9/4-9/11. Discuss and demonstrate principles of interacting with persons with dementia, including teachings of Teepa Snow. Sign up for 9/18/18 visit to Gardiner Home.	Rebekah Wilson, MSW	Introductory patient visit with preceptor, Rebekah Wilson Journal about introductory visit with Rebekah. This journal due Tuesday 9/11 at midnight.	
4	9/11 - Tuesday	Caregiver journey. Patient visits discussion – How is it going? Helpful hints and pointers. Further discussion of principles of communication with persons with dementia, now using examples drawn from the students' first visits. Sign up for 9/18/18 sessions at Gardiner Home.	Rebekah Wilson, MSW	4 hour volunteer experience Journal about volunteer experience: this and subsequent visits due Sunday midnight unless otherwise specified.	
5	9/18 - Tuesday	Group Class @ Gardiner Home (4 sessions; 9-11, 11-1, 1-3, and 3-5). Observe and practice non-pharmacologic interventions for persons with advanced dementia with agitation and aggression. Discuss and create a personalized "activity bag" for use with assigned home visit patients throughout the semester.	Christie Bonner, MSW & Gail Higginbotham, CNA	4 hour volunteer experience Journal about volunteer experience	
6	9/25 - Tuesday	Intro to hospice and	Melissa Bush, NP	4 hour volunteer	

		<p>palliative care for dementia Learn about pharmacologic and non-pharmacologic treatment of Alzheimer's disease and other dementias. Also learn the rewards of working as a nurse or nurse practitioner with this population.</p>		<p>experience</p> <p>Journal about volunteer experience</p>	
7	10/2 - Tuesday	<p>Group Projects -- choose projects, meet in small groups to plan. Projects all involve interviews, data collection and analysis. Possibilities include community attitudes toward dementia, personality changes in dementia, exploring caregiver burden, analyzing effectiveness of pharmacologic interventions for persons with dementia with behavioral issues, etc. Projects adapted to individual student interests.</p>	Gillian Hamilton, MD, PhD	<p>4 hour volunteer experience</p> <p>Journal about volunteer experience</p> <p>***Watch Alive Inside before 10/16 and include observations about it in your Alive Inside journal due 10/15 at midnight.</p>	
8	10/9 - Tuesday	<p>Fall Break – no class</p>			
9	10/16 – Tuesday	<p>Music and Dementia Demonstration and discussion of the extraordinary impact of music on the brain and quality of life of persons with dementia. Explication of the neuroanatomical basis of this impact.</p>	Maribeth Gallagher, DNP	<p>4 hour volunteer experience</p> <p>Journal about volunteer experience</p>	
10	10/23 - Tuesday	<p>Certified Nursing Assistant session Learn the tasks of a C.N.A. with persons with Alzheimer's disease, including practicing techniques of transferring and incontinence care. Learn how to personalize activities to engage persons with dementia who have increasing apathy. Learn the rewards of working as a C.N.A. with this population</p>	Gail Higginbotham C.N.A.	<p>4 hour volunteer experience</p> <p>Journal about volunteer experience</p>	
11	10/30 - Tuesday	<p>Ambiguous Loss Learn about the journey of a caregiver, and the concept of ambiguous loss, losing a family member when they are still alive. Watch videos of struggling families learning to adjust and move forward. Also learn about the joys of working as a social worker with this population.</p>	Christie Bonner, MSW	<p>4 hour volunteer experience</p> <p>Journal about volunteer experience</p>	

12	11/6 – Tuesday	Community session Learn about the growing public health issues in dementia, the failures of the health care system in adequately caring for this disease, and current inspiring community efforts to assist this population.	Jan Dougherty, RN, MS, FAAN	4 hour volunteer experience Journal about volunteer experience	
13	11/13 – Tuesday	Ethical issues in dementia care. View videos of ethical challenges in the care of persons with dementia; apply Georgetown University ethics framework to analyze the ethical dilemmas. Students will act as the Ethics Committee, making decisions about how to provide guidance to staff and families. Scenes include advance directive decisions for families to make for a family member with dementia, and persons with dementia asking to stop eating and drinking.	Gillian Hamilton, MD, PhD	4 hour volunteer experience Journal about volunteer experience	
14	11/20 - Tuesday	Group Projects – final presentations to class; class critique of methods, results, and analysis presented by each group.		4 hour volunteer experience – last session. Journal about volunteer experience	
15	11/27 – Tuesday	Summary and Wrap-up Reflections on what was learned during the semester and how the class affects future personal and professional goals of each student.	Gillian Hamilton, MD, PhD	Final journal: reflection on course; and complete survey monkey; due Sunday 12/2 midnight	

Methods of Instruction:

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, course material, and posting of grades. The course can be accessed at <http://myasu.edu> or <http://myasucourses.asu.edu>

Activities in this course include visits to patients and families, lectures and presentations, supplemental readings and videos, and individual and group activities.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 72 hours of the due date via the My Grades tab in Blackboard.

Methods of Evaluation:			
Assignment Type	Number in Course	Total Point Value	Due Date
Visiting patient and caregiver	11 visits, 2 points per visit	22 points	<p><i>**Please see "General Topic Schedule" for due dates</i></p> <p><i>Projects to be discussed with faculty; additional project meetings may be off-site.</i></p> <p><i>Note: If journal is late, but completed within one week of due date, credit will be given for the visit but not the journal.</i></p>
Journaling	11 journals, 2 points per journal; Deadline: Sunday midnight, unless otherwise specified	22 points	
	Alive Inside Journal	4 points	
	Final reflection and survey monkey (Deadline: 12/2 midnight)	6 points	
Class Attendance/ Participation	12 classes, 3 points per class	36 points	
Project	1	10 points	
TOTAL		100 points possible	

Grade	Percentage
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A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
E	59 and below

The grading scale for this course is as follows:

Course Policies & Procedures

1. Check email and Blackboard regularly to obtain messages related to this course.
2. All assignments must be submitted on time. Journal entries are due Sunday at midnight of the week you completed the visit. Late journals will receive a score of 0. If you experience any problems with blackboard submission, email your assignment to gghamilton@hov.org prior to the deadline.
3. If family cancels a visit directly with you and the visit cannot be rescheduled that week, please notify Gillian Hamilton MD gghamilton@hov.org or 602-748-3692. You will receive credit for the visit, and you will be given a one-page assignment in place of the journal entry.
4. If you need to cancel a visit, notify the family and also notify Gillian Hamilton MD gghamilton@hov.org or 602-748-3692. You will lose credit for the visit and journal entry unless cancellation due to illness. If cancellation due to illness, the visit can be made up the following week either with an extra visit to family, or a visit to Gardiner Home. Journal entries will be completed at both of these next-week visits.
5. Check your course grade and acknowledge faculty feedback as indicated.
6. Communicate with Course Faculty, Gillian Hamilton MD gghamilton@hov.org or 602-748-3692, if there is any problem in understanding course discussions, activities, or expectations.
7. Barrett Honors contracts are an option for this course.
8. As a general rule, laptops, tablets, or other electronic devices will not be needed in class. All slides and other information will be posted on Blackboard.

Technology Enhanced Course

This is a face-to-face course that requires attendance in face-to-face meetings and utilization of online resources.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail regularly.

Instructor correspondence will be sent to your ASU email account; personal email will be used only with advance notice.

Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be change to the next day (assignment still due by 11:59PM).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not with your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment

This three-credit 15 week course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Submitting Assignments

All assignments unless otherwise announced, **MUST** be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<http://students.asu.edu/academic-calendar>).

Consult with your advisor and notify your instructor to add or drop this course.

If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09html>)
- Grade of Incomplete (<https://students.asu.edu/forms/incomplete-grade-request>)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://myasu.force.com/akb?id=kA3d00000004jh4> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

