

**UNC Charlotte**  
**College of Health and Human Services & School of Data Science**  
**HCIP 6250 Capstone: Problem Solving in Healthcare Analytics**  
**Spring 2022**

<b>Course Number</b>	HCIP 6250
<b>Course Title</b>	Capstone: Problem Solving in Healthcare Analytics
<b>Course Credit</b>	3 Graduate Credits
<b>Pre-requisites</b>	HCIP 6400 or HADM 6400 or HLTH 6471, and instructor permission
<b>Course Day/Time</b>	Tuesdays 5:30 – 8:15 pm (January 11 – May 3; Final Exam on Tuesday, May 10 from 5:00 – 7:30 pm)
<b>Course Location</b>	Online Synchronous (& CHHS 133 - see Canvas for details)

### **Faculty**

Laura H. Gunn, PhD (Pronouns: she/her/herself)  
 Associate Professor, Public Health Sciences  
 Director, CHHS Biostatistics Core  
 Affiliate Faculty, School of Data Science  
 E-mail: [laura.gunn@uncc.edu](mailto:laura.gunn@uncc.edu)

**Office Hours:** Mondays 1-2 pm & Thursdays 3-4 pm; and by appointment  
 I'm always happy to schedule a mutually convenient time outside of office hours if you cannot attend these days/times or have questions you would like to discuss between time points. I am also happy to address questions you may have via email, as well.

To comply with safe social distancing recommendations by the Centers for Disease Control & Prevention for universities in which not everyone is fully vaccinated (<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html#section3>), I will maintain virtual office hours this semester. A link is provided in Canvas for accessing virtual office hours.

### **Catalog Course Description**

A capstone course with synthesis and application of strategic planning, information technology, and analytic concepts via 'real world' consultative projects grounded in health informatics and analytics.

### **Course Overview and Goals**

This course serves as the capstone for the Master of Public Health (MPH) in Population Health Analytics and the Master of Science in Health Informatics and Analytics

programs. It is an integrative course using project management as an organizational framework, and it is designed to demonstrate and enhance the skills students have learned throughout the program. The course also prepares students to enter into/advance within the professional workforce.

Each functional area (e.g., informatics, analytics, data interpretation, and reporting) is critical to the population health/healthcare decision processes that these data inform. However, decisions in each functional area should not be made in isolation. These decisions need to be consistent with other decisions throughout the organization, providing it with a sustainable competitive advantage in the market in which it operates.

The goals of this course are to ensure students can: (1) address public health questions with an appropriate approach; (2) identify the most appropriate method(s) and/or data source(s) to answer a given public health question; (3) code and analyze data to answer a given public health question; (4) interpret and communicate analytic results in a meaningful way to internal/external stakeholders or clients for decision making; and (5) enter into/advance within the professional workforce.

### **Course Conduct**

This capstone class emphasizes team consulting projects with a public health community partner organization/healthcare industry client/partner, as well as addresses related professional skills that prepare students to enter into/advance within the public health/healthcare professional workforce.

Each week during our allotted class time, we will work on and discuss the capstone project and progress within each team. **Teams/team leaders will also be required to schedule mutually convenient times for a fortnightly 30-minute phone/virtual meeting with our community client/partner, within the public health/healthcare organization for whom we will be consulting, to discuss progress/address questions.**

### **Student Learning Outcomes**

After successfully completing this course, students should be able to:

1. Formulate a public health question in measurable terms;
2. Design and implement analytic plans for specific projects working with/within health-based organizations;
3. Apply data and tools to address public health/healthcare questions;
4. Conduct a meaningful analysis within timelines set forth in the analytic plan;
5. Demonstrate effectiveness in working as part of a team, listening and responding effectively to the ideas of others, and successfully using negotiation and conflict resolution skills;
6. Perform effectively on interprofessional teams (this is also MPH Core Competency #21 for MPH and dual MPH/HIAN students);

7. Demonstrate effectiveness in organizing, synthesizing, and articulating the interpretation of an analysis in writing and orally to various audiences;
8. MPH and Dual MPH/HIAN Students Only: The exact learning outcome related to the aforementioned outcome states: *Students will communicate audience-appropriate public health content, both in writing and through oral presentation. (MPH Core Competency #19);* and
9. Effectively respond to a job position announcement and subsequent interview.
10. MPH and Dual MPH/HIAN Students Only: Participate in a mandatory, half day workshop with community partners to develop recommendations on improving social mobility in Charlotte.

**IMPORTANT NOTE:** As you will read further below, one of the final products of this course will be a final paper in publishable form. If the final manuscript is deemed of sufficient quality by the client and faculty mentor, then we will aim to submit it (or with revisions, as needed, and defined by the client and/or faculty) for peer-review in and publication within a scientific/scholarly journal, which will most likely occur after the course has been completed. In such circumstances, each student who earns a satisfactory (or above) grade in the course would be a co-author on the paper. As such, I may need to communicate with you beyond the completion of this course for information (updated contact details, clarifications regarding coding, writing, etc.). If I do not hear back from you, then we will use your UNC-Charlotte affiliation and email for your contact details for the publication. Furthermore, some journals require all authors' signatures and additional information before publication. If this is the case and I am unable to contact you after multiple attempts, then we may have to remove you as a co-author on the publication (Note: However, in such circumstances, you would still be listed in the Acknowledgements section of the manuscript for your contributions.). So, please be responsive if we approach these stages of scholarly dissemination. Finally, if at any point prior to or throughout the manuscript submission for peer-review process you do not wish to be a co-author on the publication, please inform me at any time prior to publication. Note that this aforementioned choice will not affect your course grade.

### **MPH and Dual MPH/HIAN Students Only**

All MPH and dual MPH/HIAN students are required to attend an interprofessional community workshop in their last spring semester of their MPH studies. Prior to the Covid-19 pandemic, the workshop each spring has been approximately a half day, and students worked in groups and were partnered with community leaders across a broad spectrum of public health domains to develop recommendations on improving quality of life in Charlotte. However, during semesters throughout the pandemic, there has been a virtual/written assignment in its place, and it is anticipated that there will be another virtual assignment this Spring 2022 semester, as well. Details will be forthcoming, and this will count as credit toward your MPH degree. Please contact Ms. Deborah Beete (MPH Program Director, [dbeete@uncc.edu](mailto:dbeete@uncc.edu)) if you have questions pertaining to this requirement.

## **(Data) Security Awareness Training**

Since we will be consulting/collaborating with a public health/healthcare organization and working with big data, all students must complete the online (Data) Security Awareness Training. Whether working with publicly available data, free-use secure data, or fee for use data, it is important to know and practice issues related to data security. **This online training should take about 45 minutes and will need to be completed before the second class meeting.** The online course should be available directly from your Canvas account, or at the following link: <https://spaces.uncc.edu/pages/viewpage.action?pageId=11931724>. **If you have taken this course in 2020 or later, then you are not required to take it now.**

## **Assessments**

Course assessments fall into two major domains: the team project and job preparedness.

All assignments/drafts/final products should be typed unless otherwise specified. **Points will be deducted for writing (e.g., grammatical errors, misspellings, poor sentence structure, incorrect referencing, etc.). Please also refer to assessment instructions and guides/rubrics provided in the course Canvas site.**

### ***Job Preparedness (25%)***

Each student will submit a resume and cover letter in response to a job announcement of your choice (see instructions in Canvas for further details), as well as undergo a mock job interview for that position.

- Resume: 9%
- Cover letter: 8%
- Mock Interview: 8%

### ***Team Project, Including Team & Individual Assessments (75%)***

Students will work in assigned teams of 3 to 5 students and engage in a major analytics-based project. This project will take the form of a consulting assignment for a public health/healthcare organization. **Please see the *Capstone Project Overview & Task Outline* file for a detailed description of this semester's capstone research project.**

This semester's capstone practice-based public health/healthcare research question is:

***Can we produce a novel metric that estimates coding intensity while adjusting for patient-level characteristics and potentially facility-level characteristics? This will be demonstrated for diagnoses coding among a pneumonia cohort (one team) and procedures coding among a hip/knee arthroplasty cohort (another team).***

The analytics project is developed incrementally over the semester with faculty, client, and peer guidance and feedback. It consists of several components totaling 75% of

your final grade:

- Outcome 1 – Draft 1: (Team) Literature Review/Introduction with References: 10%
- Outcome 2 – Draft 2: (Team) All the above + Methods & Results: 15%
- Outcome 3 – Draft 3: (Team) All the above + Discussion, Conclusions, Abstract, Keywords, & Appendix: 15%
- Outcome 4 – (Team) Final Paper/Manuscript: 15%
- Outcome 5 – (Team) Final Presentation: 10%
- Outcome 6 – (Individual) Comprehensive Final Exam: 10%

All analyses will be performed using R statistical software, since this is the software of choice/proficiency for our community partner/client and faculty. For those of you already using R, this will be a chance for you to strengthen your R coding skills; and, for those of you who may not have used R, this will be an opportunity for you to learn R and add R to your repertoire of coding skills and languages while leveraging on your faculty's, client's, and peers' R proficiency/expertise. R is frequently used in the public health/healthcare sector and beyond, and it is freely available. This also reflects the 'real world', as you will most likely need to adapt to various software throughout your professional trajectory depending on the job/position, project, setting/environment, etc. This aligns with standard organizational expectations that your work will be performed using software preferences and guidelines provided by the organization for which you may work, which may or may not align with your personal software preference(s). Teams will have time during most class periods to meet together as a team to make progress on the project. Additional time outside of class, which may be virtual according to your individual preference, is also expected for collaborating and communicating with your team to complete the necessary milestones of the project. Expectations and format guidelines for each of the milestones pertaining to the project will be detailed on the course Canvas site.

All members in each team should contribute equally to drafts/assignments/presentations/final products, and in most/all cases, a single team submission should be made on behalf of all individuals in the team (I will inform you if separate submissions are required for any team assignments/drafts). Please be responsible and respectful of your peers and make sure you contribute to the work distribution equally, even though 'equally' could be in different forms with different responsibilities from one another.

Be mindful that if workload distributions are such that one (or multiple) team member's responsibilities can only be completed after another team member's work is completed, then the first team member's work should be completed early and with sufficient time for the other team member(s) to complete their portions. When work distributions are sequential, team members must agree the delivery dates/times of each portion by each team member to appropriately set expectations and timelines. In such situations, teams should set reasonable timelines for each member to complete their tasks in a timely manner so as not to adversely affect others' responsibilities/contributions. Team members who agree with their teammates to complete their portion of the work by a

given date but fail to do so may receive deductions from their assignment grade if it affects the work of the other team member(s).

**\*\*At the end of each team assignment, include a list of the contributions/responsibilities completed of each team member for that particular assignment.\*\***

### **Peer & Self Evaluations for Team Submissions**

Confidential peer and self-evaluations will be submitted directly to me via email for each team submission indicating:

1. Whether you believe each of you contributed approximately equally on the team submission, explaining any discrepancies;
2. Any challenges encountered with the team dynamics or work performance; and
3. Any positive aspects you would like to highlight of your team dynamics and/or work performance.
4. Be sure to include a self-evaluation as part of this peer evaluation.

Peer (and self) evaluations are due within 24 hours of the team assignment submission due date and time, and failure to submit these evaluations will result in 5-points deducted from that individual's assignment grade.

If any work distribution inequalities arise from reviewing peer/self-evaluations, or in discussions, then I will arrange a meeting to discuss this challenge with some/all parties involved in the team. ***Please speak with me early if you perceive inequalities in the workload that each team member is contributing, or if the team dynamics are challenging in any other manner.***

**In most cases, team submission/assignment/draft grades will be the same** (aside from the peer/self-evaluation receipt, if absent or delayed) for each individual in the team **unless identified workload contributions and/or peer/self-evaluations indicate differently**, in which case discussions will occur to investigate the workload distribution and work performance in order to allocate appropriate evaluations within the team.

### **“Free-ridership”**

The capstone is a sizeable project, and all team members are required to contribute substantively and meaningfully to the project. **Being a “free-rider,” i.e., contributing minimally or contributing analyses, written work, or other materials that are “sub-standard” and need to be redone by other team members, is not acceptable and will affect your grade on assignments in which this occurs.**

As mentioned above, each team member will perform a peer evaluation for all team members, including oneself, for each graded team assignment/assessment. Five points will be deducted from an individual's grade for absent peer (and self) evaluations (fewer

than five points will be deducted for late peer/self-evaluations if submitted prior to that assignment grade being posted in Canvas). If there appear to be challenges with “free-ridership” based on peer/self-evaluations, then discussions/interventions will occur to try to improve team performance. An individual’s grade may be affected for sub-standard and/or ineffective contributions.

Unfortunately, “free-ridership” exists in graduate school and can be found even in strong students who may find themselves in a bind time-wise due to ineffective/underestimated time management (e.g., due to family commitments, outside work, etc.) in order to complete required tasks effectively. There have been several instances throughout various courses of “free-ridership” in the past few years. In those instances, the student was removed from the team and needed to repeat the course in a later semester. We offer no guarantee that a student who becomes a “free-rider” will graduate from the Health Informatics & Analytics (HIAN) program. Furthermore, HIAN faculty are unlikely to recommend a student who has become a free-rider for any opportunity – including fellowships or jobs.

In addition to the impact on the removed student, the remaining team is disrupted, requiring each remaining team member to do more work. Therefore, all students should be alert for early signs of free-ridership (in themselves and others) and take quick action to address them, including contacting me.

## Grading

This course uses the standard graduate decile grading system:

A = 90-100; B = 80-89; C = 70-79; U = below 70.

## Late Assignment Policy

My ‘standard’ late assignment policy is that any late assignment will incur a 10-point deduction for each day it is late, until I post grades for the assignment. If an assignment is submitted late on the actual due date (i.e., after the due time – e.g., submitted at 6 pm when it was due at 5 pm), then there will be a 5-point deduction to the grade **unless you have contacted me ahead of the due time informing me of any delays**. I will not accept late assignments after I post grades unless there is a documented and excused extenuating circumstance (e.g., illness with a doctor’s note). ***With this said, given that we are still in the midst of a pandemic and there are inevitable disruptions, please reach out to me if you or your team is/are unable to meet a due date and we can discuss a reasonable extension.***

## Class Attendance

Due to the nature of collaborating in teams, and with a public health/healthcare organization partner/client, throughout this course, weekly class attendance/participation is expected unless you are not feeling well. If you must be absent due to illness or extenuating circumstances, be sure to communicate any such

absences to me and your team members prior to class, out of respect for your peers and me, so that we may plan accordingly for any collaborative work on team projects, etc. that may be occurring throughout class during your absence. Although there is no direct grade allocation specifically for attendance per se, absences may very well affect your ability to effectively collaborate with your peers, etc. and may indirectly affect your grade on various assessments.

**Note regarding illnesses** (much of which is taken directly from the University Legal Office: <https://legal.uncc.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notice>):

**Do not come to class if you are not feeling well.** Please protect your health and the health of others by staying home. Contact your healthcare provider if you believe you are ill.

For absences related to COVID-19, please adhere to the following:

**Complete your [Niner Health Check](#)** each morning.

**If you are sick:** If you test positive or are evaluated by a healthcare provider for [symptoms of COVID-19](#), indicate so on your [Niner Health Check](#) to alert the University.

**Submit a copy of your Niner Health Check notification email to your instructors.**

Upon learning that you have tested positive or have been diagnosed for symptoms of COVID-19, either from your reporting or from Student Health Center testing or diagnosis, representatives from Emergency Management and/or the Student Health Center will follow up with you, and your instructors will be notified of the need for accommodations, as necessary.

**If you have been exposed to COVID-19** positive individuals and/or have been notified to self-quarantine due to exposure, indicate so on your [Niner Health Check](#) to alert the University. Representatives from Emergency Management and/or the Student Health Center will follow up with you as necessary. Submit a copy of your Niner Health Check notification email to your instructors. If you need any additional support verifying your absence after you have communicated with your professors, contact [Student Assistance and Support Services](#).

**To return to class after being absent due to a period of self-quarantine**, students should **submit a copy of their Niner Health Check clearance email to their instructor(s).**

**To return to class after being absent due to a COVID-19 diagnosis**, students should **submit an [online request form](#) to Student Assistance and Support Services (SASS).**

Supporting documentation can be attached directly to the request form and should be from a student's health care provider or the Student Health Center, clearly indicating the dates of absences and the date the student is able to return to class. Instructors will be notified of such absences.

If you are absent from class as a result of a COVID-19 diagnosis or quarantine, as instructor I will work with you to help you continue to make progress in the course.

You can follow along in Canvas with any materials you may miss due to absences; and, please also contact me and/or your teammates for any additional materials you may miss during the class, as well as if you have any questions while you are away.

***Students should check their UNC Charlotte email and course Canvas site at least once per day during the semester.***

**Face Masks** (taken directly from the University Legal Office:

<https://legal.uncc.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notice>)

It is the current policy of UNC Charlotte that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the 49er community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings [in all indoor spaces on campus](#), including classrooms and labs, **regardless of vaccination status**. Failure to comply with this policy in the classroom or lab may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Office of Student Conduct and Academic Integrity for charges under the [Code of Student Responsibility](#).

Note: **Face masks can be purchased in CHHS vending machines** (located in Room 125a (by stairs) and Room 293). Individually packaged masks and sanitizer have been included in snack vending machines. These machines accept payment by cash, credit card, 49er card, or mobile payment apps. This link also provides locations of such vending machines by building across campus:

<https://aux.uncc.edu/vendingatm/vending-machines/vending-machine-locations>

**If you are not yet vaccinated for COVID-19**, the university community and I encourage you to do so as soon as possible as one of the best ways to protect yourself, your loved ones, and those around you. You can find a [Vaccination Location](#) or sign up for an [on-campus clinic](#). Once vaccinated, you will need to submit your [Vaccine Reporting Form](#). **If you do not submit this form, then your vaccination status at the University is officially “unvaccinated”, and you will be required to conduct weekly COVID-19 testing.** You can also read more about disinformation and misinformation regarding COVID-19, masks, and vaccination here: [COVID-19 Vaccine Fact vs. Fiction](#).

## **Due Dates**

Due dates for course assignments/assessments/milestones will be posted in the Canvas course site and communicated during our class time (please also see the course schedule below). Plan your time accordingly. Typically, completing a capstone project requires about 9-10 hours per week devoted to the project. Often, students need to contribute more.

***Please contact me as soon as possible if you do not think you will be able to submit an assignment on time due to extenuating circumstances. We all realize that we are in the midst of a global pandemic that is affecting our daily way of life, so***

***please communicate with me and your team members if you think some timelines may need adjusting or if you have special circumstances due to disruptions by the pandemic more generally, etc., and I will do my best to accommodate special requests as-needed.***

## **Required Readings**

All capstone/consulting projects require additional reading. Some such resources will be identified at the outset of the project and posted to the Canvas course site, in addition to being supplemented, as needed, throughout the semester. However, there may be additional readings that you will need to identify based on your backgrounds and the identified project topic.

## **Supplemental Resources**

The faculty have identified the following resources as broadly useful to all students:

**Your Statistical Consultant: Answers to Your Data Analysis Questions**, Second Edition, Rae R. Newton and Kjell E. (Erik) Rudestam, Sage Publications, 2012 (ISBN-13: 978-1412997591)

Public Health Writing Guide:

<https://populationhealthexchange.org/teph-public-health-writing-guide>

R Statistical Computing (also contains helpful resources/text recommendations):

<https://www.r-project.org>

**Nonparametric Statistics for Health Care Research: Statistics for Small Samples and Unusual Distributions**, Second Edition, Marjorie A. Pett, Sage Publications, 2015 (ISBN-13: 978-1452281964)

**Methods: Toward a Science of Behavior and Experience**, Tenth Edition, William J. Ray, Wadsworth, 2012 (ISBN-13: 978-1111521158)

Statistics website: <http://onlinestatbook.com>

## **Course Schedule**

A preliminary schedule of topics and due dates is as follows:

*Important Note:* Since we are collaborating with a public health/healthcare organization and are still in the midst of a pandemic, there may be modifications to timelines and/or availability of data, including possible unexpected delays, throughout the semester. If this occurs, we will need to be flexible as we progress throughout the semester. This is simply a natural part of an interdisciplinary and collaborative capstone experience with any (public health/healthcare) organization, as well as potential disruptions due to the pandemic.

Week	Date	Topic	Assignments <u>Due</u>
1	1/11	Faculty & Student Introductions; Course Introduction/Review Syllabus; Guest Speaker/Client Meeting Mr. Michael (Mike) Korvink, Senior Data Scientist, Premier Inc. to Jointly Discuss Capstone Consulting Project	Prepare Any Potential Questions for Client; Data Confidentiality Agreement – Due <b>**Friday 1/14** by 5 pm</b> Team Preferences – Due <b>**Friday 1/14** by 5 pm</b> RStudio Cloud Set-Up – Due <b>**Friday 1/14** by 5 pm</b>
2	1/18	Project Development/Analysis & Team Collaborations	Online Data Security Awareness Training – Due <b>**Before Class on 1/18**</b>
3	1/25	Project Development/Analysis & Team Collaborations; Consultancy Meetings – as scheduled	
4	2/1	Project Development/Analysis & Team Collaborations	Outcome 1 – Draft 1 (10%) – Due <b>**Friday 2/4** by 5 pm</b>
5	2/8	Project Development/Analysis & Team Collaborations; Consultancy Meetings – as scheduled	
6	2/15	Resume & Cover Letter Writing Workshop; Guest Speaker from Career Services, Brooke Brown	<b>Bring an Existing Draft Resume (and Cover Letter, if available) to Class on 2/15</b>
7	2/22	Project Development/Analysis & Team Collaborations; Consultancy Meetings – as scheduled	Resume (9%) – Due <b>**Monday 2/21** by 9 am</b>
8	3/1	Project Development/Analysis & Team Collaborations	Cover Letter (8%) – Due <b>**Monday 2/28** by 9 am</b> Outcome 2 – Draft 2 (15%) – Due <b>**Friday 3/4** by 5 pm</b>
9	3/8	No Class - Spring Recess	
10	3/15	Project Development/Analysis & Team Collaborations; Mock Interviews – as scheduled	Mock Interviews March 15 – April 12 (8%)
11	3/22	Project Development/Analysis & Team Collaborations; Mock Interviews – as scheduled; Consultancy Meetings – as scheduled	
12	3/29	Project Development/Analysis & Team Collaborations; Mock Interviews – as scheduled	Outcome 3 – Draft 3 (15%) - Due <b>**Friday 4/1** by 5 pm</b>
13	4/5	Project Development/Analysis & Team Collaborations; Mock Interviews – as scheduled; Consultancy Meetings – as scheduled	
14	4/12	Project Development/Analysis & Team Collaborations; Mock Interview Make-Up (if needed due to illnesses/cancellations) - as scheduled	
15	4/19	Project Development/Analysis & Team Collaborations; Consultancy Meetings – as scheduled	
16	4/26	Project Development/Analysis & Team Collaborations	Outcome 4 - Final Paper (15%) – Due <b>**Wednesday 4/27** by 5 pm</b>

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17	5/3	Final Presentations	Outcome 5 - Final Presentation (10%) – PowerPoint Presentation File Due <b>**Tuesday 5/3** by 4:30 pm</b>
Final Exam	5/10; 5-7:30 pm University Final Exam Schedule	Final Individual Comprehensive Exam	

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**Prohibition of Recordings During Class Meetings [Whether In-person or Online Synchronous]** (taken directly from the Office of Legal Affairs)

*Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.*

**Relevant University, College, & Course Policies****College of Health & Human Services Laptop Policy**

ALL STUDENTS, graduate and undergraduate, taking CHHS courses, are required to possess a laptop with webcam and microphone. Our courses may require a laptop or other compliant device for in-class assignments. Please note that Chromebooks won't satisfy this policy. NinerTech offers compliant models at student discounted pricing that may represent a savings over regular commercial purchase.

Students may avail themselves of loaner equipment such as that provided via Atkins Library, but should not rely on that option for all of their computing needs. This requirement extends to non-majors, pre-majors, and postbac students enrolling in any of our CHHS courses and to students enrolling in courses delivered by CHHS faculty under a designation or cross-list not associated with one of our programs.

**Course Credit Workload**

This 3-credit graduate course requires 3 hours of classroom or direct faculty instruction and at least 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, analyses, library research, written assignments, preparing for presentations, etc.

**Code of Student Responsibility** (taken directly from the introductory statement on the UNC Charlotte brochure about the Code of Student Responsibility)

*The UNC Charlotte Code of Student Responsibility (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code. The entire Code may be found at: <https://legal.uncc.edu/policies/up-406>.*

## **Academic Integrity**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a team assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at:

<https://legal.uncc.edu/policies/up-407> (or see the following for the pdf version: [https://legal.uncc.edu/sites/legal.uncc.edu/files/media/2019-08-05\\_UP-407-CodeOfStudentAcademicIntegrity-APPROVED.pdf](https://legal.uncc.edu/sites/legal.uncc.edu/files/media/2019-08-05_UP-407-CodeOfStudentAcademicIntegrity-APPROVED.pdf)).

*Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

Particularly in a class such as this which involves a good deal of writing and citing researchers' work, be very careful regarding plagiarism, as this has been an issue in this class in prior semesters. Plagiarism can refer to not citing content from other publications as well as not citing them appropriately. For example, you cannot copy and paste a sentence from another publication and then provide the citation unless you place that sentence in quotations or italicize it and specify that it is taken directly from the identified citation, etc. However, it's generally best practice to paraphrase content from other references rather than using word-for-word excerpts in quotations. If you have any questions about citations and/or plagiarism, please do not hesitate to reach out and ask me.

## **Diversity, Equity, & Inclusion**

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

The College of Health & Human Services values human diversity in all its richly complex and multi-faceted forms, whether expressed through, but not limited to, race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. It is the intent of CHHS that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. For more information on diversity and inclusion please visit [diversity.charlotte.edu](https://diversity.charlotte.edu).

**UNC Charlotte's Official Notice of Nondiscrimination** (taken directly from the Office of Legal Affairs)

*UNC Charlotte seeks to promote a fair, humane and respectful environment for its faculty, staff, students, contractors and visitors. The University prohibits discrimination and harassment on the basis of race, color, religion, age, national origin, physical or mental disability, political affiliation, veteran status, genetic information, sex, sexual orientation, gender expression, or gender identity in its programs and activities, and in its employment and educational decisions.*

### **Special Accommodations** (Taken directly from UNC Charlotte's Office of Disability Services)

*UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please send me your accommodation letter as early as possible. You are encouraged to meet with me to discuss the accommodations outlined in your letter. For more information on accommodations, contact the Office of Disability Services at 704-687-0040, [disability@uncc.edu](mailto:disability@uncc.edu), or Fretwell 230 (on campus).*

### **Religious Accommodation**

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Accommodation for Religious Observance form (<https://legal.uncc.edu/sites/legal.uncc.edu/files/media/UP409-ReligiousAccommodationForStudents.pdf>) to their instructor prior to the census date for enrollment for a given semester (<http://legal.uncc.edu/policies/up-409>). The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<https://registrar.uncc.edu/printable-calendar>).

### **Names & Pronouns**

Many individuals have and/or use preferred names in daily life that are different from their legal name. In this class, we seek to refer to individuals by their preferred names. Pronouns can also be a way to affirm someone's gender identify: pronouns are a public way in which people are referred to in place of their name (e.g., he, she, they, etc.). In this class, you are invited (if you would like) to share your preferred name and/or pronouns, and we seek to refer to individuals using their preferred names and pronouns that they share. Please refer to the University's Office of Identity, Equity, & Engagement (<https://identity.uncc.edu>) for more details.

### **Title IX Reporting Obligations Regarding Incidents of Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, or Stalking:**

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and

counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered responsible employees who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center ([counselingcenter.uncc.edu](http://counselingcenter.uncc.edu), 7-0311); (2) Student Health Center ([studenthealth.uncc.edu](http://studenthealth.uncc.edu), 7-7400); or (3) Center for Wellness Promotion ([wellness.uncc.edu](http://wellness.uncc.edu), 7-7407). Additional information about your options is also available at [titleix.uncc.edu](http://titleix.uncc.edu) under the “Students” tab.

You may read more at the following link, which also includes information for reporting misconduct (including Title IX): <https://legal.uncc.edu/policies/up-501>. Please also see: [Clery Center/Campus SaVE](#) and [IPV Resource Guide](#).

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<https://itservices.uncc.edu/iso/standard-responsible-use>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, including when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

### **Last Date of Attendance**

The United States Department of Education requires UNC Charlotte’s Office of Financial Aid to determine if a student who receives financial aid and fails to earn a passing grade in a course has actually attended and/or completed the course. Because I do not take regular attendance for this course, the date I will report as your last date of attendance will be the latest of the following:

- The date you last submitted an assignment;
- The date you last participated in an in-class, phone, or online discussion/activity; or

- The date you last initiated contact with me to ask a question about the course or course content.

If you earn a U grade, your last date of attendance will be reported to the United States Department of Education. This may require you to pay back any financial aid funds received for this course. For additional information, see Last Date of Attendance FAQs (<https://registrar.uncc.edu/gradingholds/last-date-attendance/last-date-attendance-faqs>) on the Registrar's website.

### **Final Grade Appeal Policy**

The university has a policy and procedure for student appeals of final course grades, which can be found at: <https://legal.uncc.edu/policies/up-410>.

### **Available University Resources**

#### **University Writing Resources Center**

For those of you who may need or wish to seek assistance with improving your writing, I encourage you to visit the University Writing Resources Center (WRC) for free tutoring and assistance (they have both face-to-face and e-visits). Since assignments will also contain grading on writing/grammar/spelling, then I encourage you to visit the WRC if you have any questions about your writing prior to submission deadlines. To learn more, visit their website: <https://writing.uncc.edu/writing-resources-center>.

#### **Atkins Library Research Help Desk**

The Atkins library also has resources available to guide you when conducting research throughout your capstone project. To learn more, visit their website: <https://library.uncc.edu/research-write/get-research-help/research-help-desk>.

#### **Counseling Center**

Graduate school, and life experiences outside of graduate studies, can be stressful at times. It is common for students to experience challenges that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost. You may find it helpful to chat with someone at the University's Center for Counseling and Psychological Services (CAPS) (<https://caps.uncc.edu>), which is free for students. CAPS is staffed with qualified professional counselors who are trained to support and guide students through difficult transitions, experiences, and feelings. Please do not hesitate to contact them any time:

- Phone Number: 704-687-0311
- Location: The office is located in the Christine F. Price Center for Counseling & Psychological Services (CAPS) – behind the Student Health Center (corner of Mary Alexander Rd. & Cameron Blvd.)

- Office Hours: Monday - Friday 8 am - 5 pm, with evening hours available by appointment
  - For emergencies after hours, you can call Campus Police & Public Safety (704-687-2200).

If you are struggling academically with this class, please visit me during office hours or contact me by email at [laura.gunn@uncc.edu](mailto:laura.gunn@uncc.edu).

Meet with your academic advisor if you are struggling academically in multiple classes, unsure whether you are making the most of your time at UNC Charlotte, or unsure what academic resources are available at UNC Charlotte.

**Safety and Security Information:** UNC Charlotte's Department of Safety and Security offers the following safety tips:

- Ensure your cell phone number is in the Banner Self-Serve system (Emergency Text Phone Number box) to receive text message NinerAlerts. NinerAlerts are sent via a variety of methods when there is a threat to campus safety or a change in operating condition.
- For every NinerAlert that is issued, an action directive is also included in the body of the message. Action Directives can include run, hide, fight; seek shelter; or evacuate. Visit [emergency.uncc.edu](http://emergency.uncc.edu) for more information on what each directive means.
- Download the Livesafe app. This connects you to campus police via phone or text 24/7.
  - 911 dialed from a mobile phone connects to CMPD and can slow down response.
  - Alternatively, you can put the UNC Charlotte Police emergency number in your phone: 704-687-2200.
- Always be aware of your surroundings and know the quickest escape routes: exit doors, windows, etc.
- Safety and Security offers a variety of trainings to students. For more information, visit: <https://police.uncc.edu/crime-prevention-safety>
- Remember: Personal pepper spray is allowed on campus. However, guns and knives are not.

#### **Action Directives included in NinerAlerts:**

**Run-Hide-Fight** is the action directive for an active assailant.

- **RUN:** If outside or in a building and it is safe to flee, run and leave the campus if possible.
- **HIDE:** If you are in a building and unsure of where the threat is, find the closest room in which to hide. Close, lock and/or barricade doors if they do not lock. Do not huddle in one location. Remain quiet.
- **FIGHT:** This is a last-resort option. Do not seek the assailant. If you come into direct contact with the individual, use any means necessary to defend yourself.

A **Seek Shelter** directive is normally issued during severe weather or hazardous material releases. If a Seek Shelter is ordered:

- Stay inside if you are indoors.
- If outside, quickly go to the nearest building.
- Once indoors, find a space in the building to shelter. Stay away from windows.
- In a tornado, go to the lowest floor of the building and find an interior room or hallway to shelter in. Stay away from windows.

An **Evacuation** can be for either a single building, area, or the entire campus. Further information and direction will be included in the NinerAlert.

### **Syllabus Revisions/Changes to Course Plan**

The contents of this syllabus are as complete and accurate as possible at this time. However, there may be adjustments, as needed when collaborating with a community partner/client on a 'real world' project, or as the result of pandemic-related issues, depending on progress we make toward our course goals and objectives. I will inform you (during our class time and on the Canvas course site) of any changes as they may occur throughout the semester. However, it is your responsibility, as the student, to keep track of announced changes that have been made in order to successfully complete the requirements of the course.