



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**ISSUES IN HEALTH CARE
PTHA 2217-B001**

Heather Davis, PT, MS

NOTE: This is a Blended/Hybrid 16-week course

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Course Description:

Explores the organizational patterns, administrative principles, legal and ethical issues, communications, and job placement skills in physical therapy and health care. Semester Hours 2 (2 lec)

Prerequisites:

Successful completion of semesters 1-4 in the PTA program.

Course Notes and Instructor Recommendations:

Professional dress will be required for every lecture when a guest speaker is scheduled. Utilize your Licensure Exam Prep Book you will attain this semester to prepare for the mock licensure exam as well as your upcoming exam after graduation.

Instructor Information:

Instructor Name: Heather Davis, PT, MS

MCC E-mail: hdavis@mclennan.edu

Office Phone Number: 254-299-8715

Office Location: CSC C200

Office/Teacher Conference Hours: M/W 10-12 and by appointment

Required Text & Materials:

Handouts will be provided for each module

Recommended Text:

Title: Health Services Policy and Systems for Therapists

Author: Sandstrom, Robert W., Lohman, Helen, Bramble, James D.

Edition: Latest Edition

Publisher: Pearson

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

This is a hybrid course meaning part of the course will be conducted on line and part in the classroom. Refer to your schedule for onsite classroom dates. Teaching methods for this course include blackboard discussion board topics, brightspace assignments, lecture, open classroom discussion and debate, student centered professional development activities such as resume development and mock interviews, computer testing mock exam for preparation for licensure exam, student centered group learning assignments relative to administration and regulations in

the profession of physical therapy practice. There will be exams, projects, and quizzes throughout the course.

Course Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Course Objectives and/or Competencies:

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

1. Demonstrate professional communication in situations routine and not routine (e.g. classroom discussion, discussion of difficult subjects, professional presentations, written communication)
2. Differentiate between the moral principles and rules that form the foundation of health care ethics.
3. Identify situations in which legal questions are present.
4. Discuss the APTA Standards of Ethical Conduct for the Physical Therapist Assistant and the Guide for Conduct of the Physical Therapist Assistant.
5. Identify situations in which ethical questions are present.
6. List appropriate steps to take when a violation of ethical practice has occurred. Employ interpersonal skills.
7. Identify agencies/resources available to patients/clients in need.
8. Demonstrate applicability of agencies/resources for patient/clients in need.
9. Discuss standards of practice for physical therapy, particularly as it relates to the PTA utilizing APTA resources, Texas Practice Act & Rules.
10. Discuss pertinent state and federal laws and regulations.
11. List appropriate steps to take when a violation of laws governing the practice of physical therapy has occurred.
12. List reimbursement guidelines as related to physical therapy intervention, from third-party payors in the various health care systems
13. Compare reimbursement guidelines as related to physical therapy intervention, from third-party payors in the various health care systems
14. Describe guidelines and requirements of regulatory agencies and third-party payors, including Medicare.
15. Discuss the concepts of quality assurance, or total quality management.
16. Discuss the concepts of peer review and utilization review
17. Compare the administrative environment in various health care settings.
18. Discuss the concepts of personnel and fiscal management in both the health care setting

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- and the physical therapy department.
19. Give examples of basic policies and procedures necessary for effective management.
 20. Identify the role of other health care providers in the multidisciplinary team approach.
 21. Define culture
 22. Recognize and appreciate the effects of cultural differences on peoples' values, beliefs, and actions
 23. Identify possible cultural biases in the health care system
 24. Hypothesize the potential effect(s) of cultural biases on the delivery of health care
 25. Propose ways to demonstrate cultural competence
 26. Identify opportunities for career development
 27. Create an action plan for continuing education opportunities, volunteering and/or patient/client advocacy once licensure is obtained.
 28. Define attributes of a resume appropriate for the PTA
 29. Demonstrate use of resume attributes to produce an appropriate resume for use in seeking employment as a PTA.
 30. List proper behaviors for a successful job interview
 31. Demonstrate and assess proper interview behavior as modeled during simulated employment interviews
 32. Review the process for obtaining licensure
 33. Understand the format of the PTA licensure exam
 34. Describe and critique unethical and illegal practice and consequences on licensure
 35. Implement study strategies for taking the PTA licensure exam
 36. Practice taking sample licensure exam
 37. Demonstrate conceptual entry-level competence as a PTA by integrating all prior didactic knowledge in the form of a case-based comprehensive exam.

Course Outline or Schedule:

Date	Topic	
January 8-14	No Issues class this week	Clinical II Begins
Jan 15-21	Orientation Module	
Jan 22-28	Ethics Module	
Jan 29 - Feb 4	Advocacy Module	
Feb 5-11	Practice Act and Rules Module	
Feb 12-18	Reimbursement Module	Exam I
Feb 19 (on Campus) Monday TBD	Clinical EIP Presentations Start @ 8:30- till done	
Feb 21 (on Campus) Wednesday 9:30- 12:30	Medicare/Medicaid	

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Feb 26 (on campus) Monday 9:30-12:30	Getting a Job	DRAFT Resumes DUE (Hard Copy)
February 28 (on Campus) Wednesday 9:30 – 12:30	Mock Interviews	FINAL Resume DUE (Hard Copy)
March 4-10	SPRING BREAK	SPRING BREAK
March 11 (on Campus) Monday 9:30-12:30	Advocacy Presentations Preparation/resources for licensure exam	
March 13 (on Campus) Wednesday 9:30-1:30	COMPREHENSIVE EXAM	
March 18-24	No Issues class this week	Clinical III Begins
March 25-31	Administration/ Management Module	
April 1-7	Culture Module	Exam II
April 8-14	Personal Bias & Inclusion Module	
April 15-21	Future Planning Module	
April 22-29	PEAT Exam DUE by no later than 12:00pm (lunch) April 29 th	
Monday APRIL 29 @ 1:30	Wrap Up/ Prepare for Graduation & Pinning	

This schedule is subject to change based upon guest lecturer availability and scheduling conflicts. Students will be informed of changes as soon as possible through announcements in class as well as on Brightspace.

Grade Compilation:

Assignments	10%
Advocacy Presentation	10%
EIP Presentation	10%
Discussion board	15%
Written Exams (2)	25%
Comprehensive exam	20%
Mock State Board Exam	5%
<u>PEAT Exam</u>	<u>5%</u>

Total	100%
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**** Note: Grades will NOT be rounded for this course****

Grade distribution for the course is as follows:

90% and aboveA

80%- 89.99%B

75%- 79.99%.....C

60%- 74.99%D

Below 60%F

A student must achieve a minimum combined average of 75% on all course work (written exams, quizzes, assignments, presentations) to make a passing grade of C or better for the course. Any student making a D or lower in the course will not be able to continue in the program; however, may be eligible to re-apply for the next cohort dependent upon overall status. See PTA student handbook for details.

Course Grading Information:

Discussion Board Participation:

Participation in each week's discussion board topic is required. Each topic will run for 7 days (Monday – Sunday). You must post your response to the topic by no later than Wednesday @ 11:59pm and reply to at least 2 of your classmates posts by no later than Sunday @ 11:59pm of each week to be eligible for full credit. Each post needs to be of sufficient quality that advances the discussion and/or demonstrates depth of understanding. "I agree" or "good post" replies without additional content will not receive credit.

Grading for each discussion topic:

- Wednesday post on time and of sufficient quality (0,1,2)
- Response to 1st classmate on time and of sufficient quality (0,1,2)
- Response to 2nd classmate on time and of sufficient quality (0,1,2)

Points:

0 = not done

1= late or poor quality

2= on time and of sufficient quality

Weekly Assignments:

Along with weekly discussion board topics, you will also be responsible for a weekly assignment. Assignments are posted on Mondays and due the following Sunday unless otherwise noted in the instructions. You will have an entire week to complete the assignment and **submit it to brightspace** for grading.

Each Weekly Assignment will be worth 100 points.

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- a. A 20 point deduction per every day late will occur on assignments that are not turned in by the due date and time, and after the third day the assignment will not be accepted and a 0 will be given for that assignment.
- b. Assignment grade will be based upon completion and accuracy according to the directions for each assignment.

Advocacy Project:

For this project you will choose a case study patient that you are currently working within the clinic or one that you have worked with in past clinical rotations, that you could see a need for advocating for this patient. You will present, using PowerPoint, a 10-15 minute case study about this patient (following HIPPA guidelines about patient privacy). Include a brief patient history, current pathology/PT diagnosis, intervention, and final outcome if you know it. This part is just for us to “get to know” your patient. You will also include (this last part is the BLUK of the presentation) how/why this patient could benefit from advocacy. Include what you would do, what agency/support group you would use. Provide helpful information about the agency/support group. (phone numbers, website, contact info, what services do they provide, how does one “apply” to get said services...) You will also be required to provide your classmates a 1 page handouts that contains the advocacy information (name, contact info, what resources provided and anything else pertinent) for future reference. TRUST ME, once you are out practicing you will want these handouts as resources for your patients.

Advocacy Presentation Grading Rubric

Presenter's Name: _____

Date: _____

Advocacy: _____

Presentation:

Professional Dress & Appearance	_____/3
Appropriate Length	_____/3
Projection of Voice	_____/3
Interaction with Audience	_____/3
Appropriate pace of Presentation	_____/3
Stated Need for Advocacy	_____/3
Made relevant to PT practice	_____/3
Familiarity with information	_____/3
Preparation	_____/3
Overall quality	_____/3
Handout given	_____/3
Total	_____/33

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Rating Scale:

3 = excellent, thorough demonstration of accomplishment

2 = average demonstration of accomplishment

1 = below average demonstration of accomplishment

0 = no accomplishment demonstrated

Rating Scale Anchors:

<i>Rating:</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
<i>Presentation:</i>				
Professional Dress & Appearance	Professional dress appropriate for any setting, allows for demonstration of clinical skills, clean.	Professional dress for most settings but limited ability to demonstrate clinical skills, clean.	Professional for few settings or limits demonstration of clinical skills or unclean.	Unprofessional, revealing, not appropriate for demonstration of clinical skills unclean.
Appropriate Length	Met the assigned time-frame with adequate coverage of all topic areas.	Met the assigned time-frame with only a few areas not fully covered or left out.	Either too short causing deficits in topic coverage or too long causing confusion in learning.	Excessively short and failed to adequately cover material.
Projection of Voice	Consistently clear projection and understandable articulation.	Good with one but inconsistent with the other regarding projection or articulation.	Inconsistent in both projection and articulation.	Unable to hear or understand presenter.
Interaction with Audience	Active engagement of entire audience with good eye contact, movement, active engagement through question/answer or involvement of	Good in some components but lacking others with eye contact, movement, question/answer or engagement of individual learners.	Inconsistent eye contact, minimal movement, minimal questioning or engagement of individual learners.	Avoided eye contact and no engagement of audience or individual learners.

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	individual learners.			
Appropriate Pace of Presentation	Presentation pace allows for time to process new information and integration of knowledge in response to audience.	Presentation pace allowed for audience to keep up with the information presented.	Presentation pace was inconsistent.	Presentation pace was either too rapid to follow or too slow to maintain attention.
Stated Need for Advocacy	Presenter able to articulate clearly the purpose of choosing said advocacy for their patient's needs. Gave concise and clear details for stated need	Presenter made a good correlation between their chosen advocacy and their patient's needs- average amount of explanation	Presenter made an attempt at correlating their advocacy and patient – audience had to make their own assumptions to fill in the gaps as to a clear purpose	Presenter chose advocacy at random and made no correlation between their chosen advocacy and their patient's needs
Made relevant to physical therapy practice	Presenter was able to clearly state why chosen advocacy would benefit the patient AND their specific patients' overall physical therapy experience	Presenter clearly stated purpose of advocacy and was able to correlate it with physical therapy in general	Presenter's purpose and correlation were unclear	Presenter unable to make any clear connection between advocacy chosen and physical therapy practice
Familiarity with Information	Presenter exhibits deep understanding of the topic matter, and able to answer questions logically based upon	Presenter with good basic knowledge but struggled with integration of concepts.	Presenter with inconsistent basic understanding of the subject matter and concepts.	Presenter clearly not knowledgeable about subject matter.

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	information presented.			
Preparation	Presenter demonstrated excellent signs of practice and preparation for presentation, no use of note cards, did not read directly from ppt, able to discuss topic freely beyond what was on slides	Presenter demonstrated good signs of preparation, minimal use of note cards/reading from ppt, able to discuss topic within the confines of what was on the slides	Presenter demonstrated minimal signs of preparation. Clearly needed use of note cards/ppt to be able to discuss topic.	Presenter clearly did not prepare for presentation, unfamiliar with topic, ppt. excessively wordy and presenter read directly from slides/note cards, unable to discuss topic
Overall Quality	Presentation deepened understanding, promoted integration of information, and sharpened ability to critically think about the subject matter.	Presentation increased basic knowledge of the subject matter and increased interest.	Presentation somewhat increased knowledge but with gaps in understanding or knowledge.	Presentation created confusion regarding the subject matter.
Handout Given	Handout was distributed to classmates with good details about agency, easy to read and understand. Information easily accessible	Handout distributed with good details about agency but sloppy and difficult to easily access information	Handout given to classmates, minimal effort in relaying pertinent information, minimal detail, sloppy	No handout given

EIP:

Each student will be required to present their EIP assignment from Clinical II. EIP presentations must be a minimum of 10 minutes and maximum of 15 minutes in length.

Please refer to your Clinical II syllabus for detailed instructions on your Clinical EIP project/presentation & grading rubric.

Late Work, Attendance, and Make Up Work Policies:

A 20 point deduction per every day late will occur on assignments that are not turned in by the due date and time, and after the third day the assignment will not be accepted and a 0 will be given for that assignment.

Exams submitted past the deadline will not be accepted and will receive a grade of 0.

If a student has an excused reason for missing a test with appropriate documentation and notifies the instructor prior to the exam, a make-up test may be scheduled. If a student fails to notify the instructor and/or does not have an excused reason with supporting documentation for missing the exam, a grade of 0 will be assigned for that exam. A student may take only one make-up exam.

Because this is a hybrid class attendance in the class will be gauged by participation in the weekly discussion board activities. **Failure to successfully complete 4 discussion board posting assignments will be taken as evidence that you do not intend to complete this course and will result in your being dropped from the course.** Being dropped for non-participation from this PTA specific hybrid course will result in FAILURE (grade of “F”) of the course. Failure of a PTA course results in the student no longer being able to progress in the PTA program. Please refer to your PTA student handbook for more details.

Student Behavioral Expectations or Conduct Policy:

Students are expected to maintain professional classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity.

Professional dress is required when guest lecturers come to the class. Professional dress is defined as clinic appropriate clothing such as khakis and a polo shirt tucked in and includes clean, hygienic, and well groomed presence.

Generic Abilities & Professional Behaviors:

Students are expected to maintain a professional classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity.

Students in the Physical Therapist Assistant program have willingly applied for and entered into a professional degree program. Implicit in professional degree programs is the need to develop

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the student's professional behaviors as well as minimum basic entry level competencies. The tool utilized in the PTA Program is the Generic Abilities form. Students will be evaluated on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors. If a student is found to be lacking in any area of the generic abilities, the student will be called in by the faculty member who will fill out the form and review any deficiencies. The faculty member, and if deemed necessary the program director, will then discuss with the student a plan of action to assist the student in development in the areas that have been deemed deficient.

Any student who persists with deficiencies with no improvement in professional behavior over 3 different episodes will be dismissed from the program based upon lack of progress in professional behavior. This policy is effective throughout the entire program across all courses, program related activities and clinical work as professional behavior extends across all aspects of the program. It will also be at the faculty member's discretion to take 2 points from the student's final grade for each documented episode related to unprofessional behavior.

**PHYSICAL THERAPIST ASSISTANT PROGRAM
PROFESSIONAL BEHAVIORS (Generic Abilities) FORM**

Commitment to learning

1	2	3	4	5	6	7
Requires direction often, has difficulty identifying needs and sources of learning and rarely seeks out knowledge and understanding		Self directed, frequently identifies needs and sources of learning, and invites new knowledge and understanding			Highly self directed, consistently identifies needs and sources of learning and deliberately seeks out new knowledge and understanding	

Interpersonal skills

1	2	3	4	5	6	7
Engages in non effective or judgmental interactions with persons on the clinical setting and loses focus in unexpected or new situations		Usually engages in effective and on judgmental interactions with most persons in the clinical setting and maintains focus in unexpected/new situations			Consistently engages in highly effective and non judgmental interactions with all persons in the clinical setting and responds exceptionally well to unexpected/new situations	

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Communication skills

1	2	3	4	5	6	7
Exhibits poor written, verbal and non-verbal communication skills and lacks ability to modify information to meet the needs of various audiences/purposes		Exhibits acceptable written, verbal and non verbal communications skills and is usually capable of modifying information to meet the needs of various audiences/purposes			Exhibits superior written, verbal and non verbal communication skills and readily modifies information to meet the needs of various audiences/purposes	

Effective use of time and resources

1	2	3	4	5	6	7
Exhibits poor use of time and resources, shows lack of flexibility/adaptability, and seems incapable of setting goals		Obtains good results through proper use of time and resources, shows adequate flexibility/adaptability, and is capable of setting goals			Consistently obtains maximum results through superior use of time and resources, shows unusual flexibility/adaptability and sets realistic goals	

Use of constructive feedback

1	2	3	4	5	6	7
Accepts feedback defensively, does not identify or integrate feedback, provides non constructive , negative or untimely feedback to others		Usually accepts, identifies, and integrates feedback from others, and frequently provides appropriate feedback to others			Seeks out, identifies, and eagerly integrates feedback from others, and constructive, timely, and positive feedback to others	

Problem solving

1	2	3	4	5	6	7
Does not regularly recognize and define problems, analyze data, develop and implement solutions and evaluate outcomes		Frequently recognizes and defines most problems. Analyzes data, develops and implements solutions and evaluates outcomes			Consistently and insightfully recognizes and defines problems, analyzes data, develops and implements solutions, and evaluates outcomes	

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Professionalism

1	2	3	4	5	6	7
Exhibits questionable or poor conduct concerning ethics, regulations and procedures, and represents the profession in an incompetent and negative manner		Usually exhibits professional conduct concerning ethics, regulations, policies and procedures, and represents the profession in a competent and positive manner			Exhibits superior professional conduct concerning ethics, regulations, policies and procedures, and actively promotes/represents the profession in a highly competent/commendable manner	

Responsibility

1	2	3	4	5	6	7
Demonstrates a poor level of commitment, is not dependable, not punctual, not aware of personal and professional limitations, and does not accept responsibility for actions and outcomes		Demonstrates an appropriate level of commitment, is usually dependable, punctual, aware of personal and professional limitations, and accepts responsibility for actions and outcomes			Demonstrates a high level of commitment over and above normal responsibilities, very dependable, always punctual, acutely aware of personal and professional limitations, and accepts full responsibility for actions and outcomes	

Critical thinking

1	2	3	4	5	6	7
Does not identify, articulate, or analyze problems, does not distinguish relevant from irrelevant, does not recognize/differentiate among facts, illusions and assumptions and does not present ideas		Frequently identifies, articulates and analyzes problems, distinguishes relevant from irrelevant, recognizes/differentiates among facts, illusions and assumptions, and presents ideas			Readily identifies, articulates, and analyzes problems, consistently and accurately distinguishes relevant from irrelevant, recognizes/differentiates among facts, illusions, and assumptions, and generates original ideas	

Stress management

1	2	3	4	5	6	7
Fails to identify sources of stress/problems in self and others, does not seek		Is usually aware of sources of stress/problems in self and others, frequently seeks			Accurately identifies sources of stress/problems in self and	

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assistance or utilize coping skills, and is unsuccessful at balancing professional/personal life	assistance as needed, utilizes coping strategies and maintains balance of professional/personal life	others, actively seeks assistance when appropriate, demonstrates effective use of coping mechanisms and successfully maintains a balance of professional/personal life
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Technology Devices:

Students may only tape record or video class activities and instructors with permission of the instructor and in no circumstance are allowed to post recordings on any internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up and potentially put on probation based upon the extent to which the policy has been disregarded.

Personal Computer Use: Personal computers are allowed in the classroom and lab for class purposes only i.e. following PowerPoint presentations, taking notes, etc. Any student found utilizing his/her personal computer for any other purpose other than the current classroom activity may be asked to leave the classroom. Examples include but are not limited to: surfing the internet, checking e-mails, watching programs on the computer, etc.

Cellular telephones, and personal telephone calls:

Students are NOT to receive or place telephone calls/texts calls during class. Cellular telephones are to be turned off or set to vibrate before entering the classroom.

Grievances:

During the course of the program should a student have an issue evolve with a faculty member or program policy, the student is encouraged to bring the issue to light. A major component of the program is to develop professional behavior and professional communication skills which also includes professional and ethical handling of grievance procedures.

The first step in the process is to address the issue directly with the individual faculty member (or student if it is a student-student issue) and see if resolution can be reached. To initiate the grievance process, the issue must be written up in a concise but thorough manner and include possible solutions or resolutions to the issue. The written grievance must be presented to the faculty within a 1-week timeframe of the occurrence that initiated the issue. The faculty will then schedule a meeting with the student to review the grievance and attempt to find resolution.

The meeting should occur within a 1-week time-frame from the date the written grievance is presented.

If the student does not feel that the issue is satisfactorily resolved after meeting with the faculty member, or the issue continues, the next step is for the student to contact the PTA Program Director and present the director with the written grievance and subsequent actions taken to find a solution or resolution. The Program Director will then review the grievance and schedule a meeting with the student to discuss potential solutions or resolution.

If the matter cannot be resolved at the Program Director level, the student may contact the Division Director of Health Sciences with the original written grievance as well as written documentation of the subsequent steps and results of the grievance process undertaken up to that point. If the issue is not satisfactorily resolved at the end of this process, the student may initiate a formal grievance procedure. The Student Grievance Procedure is outlined in the Highlander Guide: MCC Student Handbook.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

10/09/2023



ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu (254)299-8122
Room 319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>

Additionally, Title IX provides rights and protections for pregnant and newly parenting students. Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>)

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing success@mclennan.edu.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to <https://calendly.com/paulannespantry-mcc/15min>.

The CREW, Success Coaches, and Paulanne's Pantry are all located on the second floor of the Student Services building in Success Coaching Services.

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an

emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf

MCC Academic Integrity Statement:

Please view our [Academic integrity statement](#) for more information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/studentemail.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.