“There is no exercise better for the heart than reaching down and lifting people up.”
— John Holmes, veteran & cartoonist

Course Information:
Class Type: Online (Attendance at virtual conference + credit course)
Instructor: Sarah Pember, PhD, CHES
Office: 200 Mitchell Hall
Mailbox: 203 Mitchell Hall
Office Hours: Tuesdays & Thursdays 12:00 pm to 2:00 pm or by appointment; email instructor a day beforehand to ensure availability
Office Phone: (608) 785-6788
Email: spember@uwlax.edu
Note: Upon e-mailing or phoning, please wait at least one full workday for a response before e-mailing or phoning again.

Health Education and Health Promotion Department’s Vision and Mission Statement:
Vision: Healthier people participating, learning, and living in healthier communities.
Mission: To prepare leaders in school and community health through the bridging of competency and standards-based education, scholarship, advocacy, and service-related endeavors, thereby contributing to healthier people and healthier communities.

Course Description:
This course is designed for participants attending the Suicide Prevention Summit on September 17, 2020. In addition to attending workshops on updated information pertaining to suicide, this course will allow participants to explore how his/her/vis current workplace can collaborate to best support the mental and emotional health of students/clients/patients.

Course Overview:
It is hoped that this course will allow all students to personally reflect on the different concepts presented and apply understandings and skills to their professional and personal lives. Please consider the essential questions noted below as we proceed throughout the semester.

Course Objectives:
As a result of this course, students will be able to:
1. Examine the current issues surrounding suicide.
2. Discuss the complexity of suicide and explain how it is influenced by biology, psychology, sociology, and theology.
3. Identify and access reliable resources for people of a variety of ages.
4. Describe what steps can be made to support the health of all people, particularly in the area of suicide prevention and intervention.
5. Demonstrate respect for the diversity of beliefs, ideas, and practices surrounding the topic while engaged in on-line discussion.

Required Readings/Viewings:
- Articles/readings/video clips listed on Canvas.
- Additional provided resources from Suicide Prevention Summit.

Graduate Course Requirements (points): Due Dates (standards; a list of all standards is found on Canvas):
A. Attendance at Suicide Summit (25 pts.): Proof of attendance needs to be uploaded onto Canvas. (CHES I, III, VI, VII; HE 1, 2, 5, 6, 8; InTASC 1, 3, 9)
B. Suicide Prevention Paper (60 pts.): Students will write a 7-10-page research paper on a population of interest. More information will be provided after the course has begun. ((CHES I, II, & VII; NHES 1, 2, 3, & 8; InTasc 1, 2, 3, 4, 5, 8, 9, & 10)
C. **Online Discussion (25 pts):** Online discussion is noted on Canvas. Questions to be answered are provided in which each person needs to create an original post. During the week after posting your answers, reading of other’s posts and providing of responses needed. *Due dates are noted on tentative schedule.* (CHES VI, VII; NHES 1, 5, 8; InTASC 1, 9)

D. **Short Reflection Papers (10 pts):** Students will write a brief personal reflection on both the summit and the course overall.

**Undergraduate Course Requirements (points):** Due Dates (standards; a list of all standards is found on Canvas):

A. **Attendance at Suicide Summit (25 pts.):** *Proof of attendance needs to be uploaded onto Canvas.* (CHES I, III, VI, VII; HE 1, 2, 5, 6, 8; InTASC 1, 3, 9)

B. **Suicide Prevention Paper (40 pts.):** Students will write a 3-5-page research paper on a population of interest. More information will be provided after the course has begun (CHES I, II, & VII; NHES 1,2,3, & 8; InTasc 1, 2,3, 4, 5, 8, 9, & 10)

C. **Online Discussion (25 pts):** Online discussion is noted on Canvas. Questions to be answered are provided in which each person needs to create an original post. During the week after posting your answers, reading of other’s posts and providing of responses needed. *Due dates are noted on tentative schedule.* (CHES VI, VII; NHES 1, 5, 8; InTASC 1, 9)

D. **Short Reflection Papers (10 pts):** Students will write a brief personal reflection on both the summit and the course overall.

**Assignments/Grading:**
Your grade will be based on evidence of your work throughout the semester, including attendance and participation, exams, and written assignments. Detailed assignments will be provided in separate documents throughout the semester. Ungraded assignments are required, and will be evaluated using plus, check, or minus system incorporated with attendance all semester. These assignments, in addition to my subjective evaluation of your contribution to the course, can alter your grade up or down if you are marginal on the final grading scale. *In addition, you are expected to behave with a level of academic integrity. Cheating, plagiarism, and other forms of dishonesty will not be tolerated.*

<table>
<thead>
<tr>
<th>Categories:</th>
<th>Graduate Points:</th>
<th>Undergraduate Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at Summit</td>
<td>25 pts.</td>
<td>25 pts.</td>
</tr>
<tr>
<td>Research Paper</td>
<td>60 pts.</td>
<td>40 pts.</td>
</tr>
<tr>
<td>On-line Discussion</td>
<td>25 pts.</td>
<td>25 pts.</td>
</tr>
<tr>
<td>Short Reflection Papers (2)</td>
<td>10 pts.</td>
<td>10 pts.</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td><strong>120 pts.</strong></td>
<td><strong>100 pts.</strong></td>
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**Format**
This is a fully online course with reference to materials and participation through the learning management system, Canvas. You will need your UWL NetID to login to the course from the Canvas homepage [http://www.uwlax.edu/Canvas/](http://www.uwlax.edu/Canvas/)

**Final Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>AB</td>
<td>89-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-88%</td>
</tr>
<tr>
<td>BC</td>
<td>79-82%</td>
</tr>
<tr>
<td>C</td>
<td>70-78%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% - below</td>
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**Late Assignments:**
Assignments are due on the dates indicated on Canvas. For extenuating circumstances impacting your ability to meet deadlines or participate in class activities, you are responsible for alerting the instructor as soon as possible. Also, please notify your instructor any errors noted on Canvas.
**Expectations for Graded Work:**
I provide students feedback and/or scores on assignments requiring individualized grading before a further assignment of a similar format is due. Generally, I return work that requires individual feedback within 14* days from the date the work was due. I will notify you if I am unable to grade the work within the 14-day timeframe and will identify a revised return date. If you submit work after the due date, it may not be returned within 14 days.

The grades for any work that is graded electronically, such as scanned examinations, will be accessible to you within 7 days of the due date for the work. If you submit electronically graded work after the due date, it may not be accessible within 7 days.

Your graded coursework will be returned in compliance with FERPA regulations, such as in class, during my office hours, or via the course management system through which only you will have access to your grades.

After you have completed the course, any copies or records of your graded material that I retain will be accessible up to 7 weeks into the next academic term (either Spring after Fall or J-term; or Fall after Spring or Summer).

*If a problem arises concerning any part of this syllabus or your ability to meet course requirements, contact your instructor ASAP.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Work due for dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until Sept. 17th</td>
<td>Background reading/watching</td>
<td>Discussion Board Posts, Items noted on Canvas</td>
</tr>
<tr>
<td>Sept. 17th</td>
<td>Attend Virtual Summit</td>
<td>Read supplied items from attended workshops, Obtain proof of attendance</td>
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<tr>
<td></td>
<td></td>
<td>Summit Reflection Paper due September 21st by 11:59PM</td>
</tr>
<tr>
<td>Sept. 18th – Oct. 4th</td>
<td>Weekly Reading/Viewing/Listening Online</td>
<td>Provided videos, podcasts, readings, Answer provided questions</td>
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<tr>
<td></td>
<td>Online Discussions</td>
<td>Read other people’s posts, Respond to other’s posts</td>
</tr>
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*Final Reflection Paper due Wednesday, October 22nd by 11:59pm*
Academic Integrity & Misconduct

Academic misconduct is a violation of the UWL Student Honor Code (http://catalog.uwlax.edu/undergraduate/academicpolicies/studentconduct/) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline.

PLEASE NOTE that whenever a grade penalty is imposed due to academic misconduct, the instructor is required to write a letter documenting the misconduct. Copies are sent to the student, to the Office of Student Life (where the letter remains on file in the student’s record), and to the Dean of the student’s College. Refer to https://www.uwlax.edu/student-life/student-resources/student-handbook/ for a detailed definition of academic misconduct, and for possible sanctions and consequences. The Office of Student Life can also assist.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the Student Handbook #14.02 https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-academic-misconduct--chapter-uws-14-) for a detailed definition of academic misconduct.

For helpful information on how to avoid plagiarism, go to “Avoiding Plagiarism” on the Murphy Library website (http://libguides.uwlax.edu/plagiarism2). You may also visit the Office of Student Life (https://www.uwlax.edu/student-life/) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

Concerns or Complaints

If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn’t been resolved after bringing it to my attention, you can contact my department chair, Dr. Duquette.

The Student Academic Non-Grade Appeals process can be found in the Student Handbook (https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-non-academic-misconduct--chapter-uws-17-). For more information on appealing a final grade, see http://catalog.uwlax.edu/undergraduate/academicpolicies/gradesgradingtesting/#appeal-final-grade in the Undergraduate Catalog.

Course Access

Access to course materials in Canvas may cease after the term ends. If you wish to archive materials for your personal records or portfolio you should do so as you progress through the course. As a general rule, you should always save local copies of course-related work. To avoid disasters, you should also save important files to external media or cloud storage.

Eagle Alert System

This class will be participating in the Eagle Alert System https://www.uwlax.edu/academic-advising-center/eagle-alert/student-resources/ through WINGS. The system is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or limited participation), I may note this information and you will receive an email indicating that I have entered feedback. I may also enter positive feedback encouraging you to consider additional learning opportunities. The link in the email will take you to WINGS where you can login to see the feedback. I encourage you to meet with me and/or refer to the helpful campus resources listed below under Academic Services and Resources and on UWL’s Student Success page https://www.uwlax.edu/info/student-success/.

Inclusive Excellence

UWL’s core values include “Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community” (https://www.uwlax.edu/chancellor/mission/). If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.
University of Wisconsin – La Crosse

Name/Pronouns
I will do my best to address you by a preferred name or gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Information on UWL’s preferred name policy is available here https://www.uwlax.edu/records/preferred-name/ and UWL’s Pride Center is available for additional assistance.

Student Evaluation of Instruction (SEI)
UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

Academic Services and Resources at UWL
Below are several student services available to students taking online courses:
- Academic Advising Center: http://www.uwlax.edu/advising/
- ACCESS Center (formerly Disability Resources): http://www.uwlax.edu/access-center/
- Career Services: http://www.uwlax.edu/careerservices/
- Counseling and Testing Center: http://www.uwlax.edu/counseling/
- Murphy Learning Center (Walk-in tutoring): http://www.uwlax.edu/murphy-learning-center/
- Murphy Library: http://www.uwlax.edu/murphylibrary/
- Multicultural Student Services: http://www.uwlax.edu/mss/
- Public Speaking Center: https://www.uwlax.edu/murphy-learning-center/subject/public-speaking-center/
- Records and Registration: http://www.uwlax.edu/records/
- Student Support Services: https://www.uwlax.edu/student-support-services/
- Veteran Services: http://www.uwlax.edu/veteran-services/
- Writing Center: http://www.uwlax.edu/writingcenter/

Technical Support
For tips and information about Canvas visit the Information Technology Services (ITS) student support page, at http://www.uwlax.edu/Canvas/Help-for-students/.
Need help making sure your computer is set up correctly for online coursework? Canvas's System Check https://community.desire2learn.com/Canvas/systemCheck ensures that your computer and web browser are configured to properly access their system.
You can also contact the ITS Support Center at (608) 785-8774 or email them at helpdesk@uwlax.edu for questions about Canvas or any other technological difficulties. The hours for ITS are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm, Central Time.

Success as an Online Learner
Successful completion of this course includes participation in discussions and completion of ALL assignments. As an underlying principle of online learning, successful achievement of course outcomes requires a willingness to **self-reflect** and **self-regulate**. You should also frequently reflect on learning goals, application of outcomes, and how you might apply course concepts in your future career or life in general. For additional tips on succeeding as an online learner, review UWL’s [Online Readiness Tutorial](https://www.uwlax.edu/student-life/student-resources/student-handbook/).
To do well in any online class begin with the following tasks:

<table>
<thead>
<tr>
<th>Checklist for Getting Started</th>
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<tbody>
<tr>
<td><strong>1</strong> Review <a href="#">Tips for Succeeding in an Online Course (.pdf)</a> if this is your first online class, as well as the <a href="#">Online Readiness Tutorial</a>.</td>
</tr>
<tr>
<td><strong>2</strong> Select a course from My Courses (the opening screen). Print the Syllabus and read it carefully.</td>
</tr>
<tr>
<td><strong>3</strong> Print the Course Outline (schedule). This document typically lists all readings and assignments, week by week. I may update this schedule from time to time; the most current version will be located here.</td>
</tr>
<tr>
<td><strong>4</strong> Click on the button in Canvas labeled <strong>Content</strong>. Here you will find course modules (lessons), instructor comments, resources and assignments.</td>
</tr>
<tr>
<td><strong>5</strong> Every time you login check the <a href="#">News area (Canvas)</a> and the <a href="#">General Question &amp; Answer Forum</a> (if available) for important course-related news.</td>
</tr>
</tbody>
</table>

**Netiquette**

Netiquette is a combination of ‘net’ (from Internet or Network) and ‘etiquette’ and refers to acceptable Internet behavior. It means respecting others’ views and opinions and displaying common courtesy when posting your views and opinions online in discussion forums, email, blogs, and social networking sites, etc. This type of communication does not allow each person to see facial expressions, body language, or hear intonation so it's especially important to watch what and how we say things online. By following netiquette, online communication becomes clearer and helps you maintain and establish positive online relationships as well as develop a positive online reputation.

All class members should abide by these six simple rules (abridged and modified from the 10 rules of [Albion.com](#)):

1. Be kind and forgiving of mistakes (i.e. do unto others as you'd have others do unto you)
2. Adhere to the same standards of behavior online that you follow in real life (i.e. be ethical)
3. Respect other people's time and bandwidth (i.e. avoid long rants and be careful not to monopolize a discussion)
4. Share expert knowledge (i.e. let others benefit from your insights and experience)
5. Help keep flame wars under control (i.e. no personal attacks or ongoing attempts to belittle or antagonize others)
6. Respect other people's privacy
Our Legal Obligations to You

Sexual Misconduct
As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UWL’s Title IX Coordinator https://www.uwlax.edu/equity/ in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, ipeterson@uwlax.edu. Please see http://www.uwlax.edu/sexual-misconduct for more resources or to file a report.

Religious Accommodations
Per the UWL Undergraduate and Graduate Catalogs http://catalog.uwlax.edu/undergraduate/aboutuwlax/#accommodation-religious-beliefs, “any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.”

Students with Disabilities
Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors.
You can find out more about services available to students with disabilities at The ACCESS Center website: http://www.uwlax.edu/access-center

Veterans and Active Military Personnel
Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the Veterans Services Office. http://www.uwlax.edu/veteran-services/. Students who need to withdraw from class or from the university due to military orders should be aware of the military duty withdrawal policy http://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#military-duty-withdrawal-university.