GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: Katherine Lineberger, PhD
Phone: (305)348-0352
I check my course voicemail 2-3 times per week, on business days throughout the semester and usually reply within 48 hours (business days) of receipt.
Office Hours: Please make an appointment
I check my university email once daily on business weekdays throughout the semester and usually reply within 48 hours (business days) of receipt.
E-mail:
Due to a high volume of voicemails/emails, my general policy for email is to respond only to emails which relate to the course content (e.g. questions/comments related to medical sociology) and questions which cannot be answered by any other available course-related resource (e.g. FIU Tech Support, the Course Syllabus, In-class announcements, emails, etc.). If I experience an overload of emails, it may take many days before I can respond, if at all.

COURSE DESCRIPTION AND PURPOSE
Medical Sociology provides an introductory overview of the social facets of health, disease, illness, and the organization/delivery of medical care and health care. The course challenges the notion that health outcomes are the product of “personal choices” alone and investigates the impacts of social and institutional variables on health behavior. 3 credit hours.

COURSE OBJECTIVES
After successful completion of this course, students will be able to:
1. Identify, summarize, critique, discuss, and provide examples of a variety of theories, research, and issues related to medical sociology at the national and global levels
2. Identify, summarize, discuss, and provide examples of the relationships between health/health care and social inequalities.
3. Apply their knowledge of medical sociology in creative and written, investigative assignments.

COURSE AWARDS
Quality Matters
This certification mark recognizes that this course met Quality Matters review standards.

IMPORTANT INFORMATION
COURSE COMMUNICATION
Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

POLICIES
Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the FIU Student Code of Conduct.

TECHNICAL REQUIREMENTS AND SKILLS
One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the “What's Required” webpage to find out more information on this subject.

This course utilizes the following tools:
1. Respondus Lockdown Browser (Privacy Policy)
2. Adobe Connect
   Please visit our Technical Requirements webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION
The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information:
• Canvas
For additional assistance please contact FIU's Disability Resource Center.

ACADEMIC MISCONDUCT STATEMENT
Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any
student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

COURSE PREREQUISITES
No Course Prerequisites

PANTHERS CARE & COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FLU’s Panthers Care website. Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

TEXTBOOKS

The Sociology of Health, Illness, and Health Care: A Critical Approach
Rose Weitz
Cengage Learning, 2016-01-01
ISBN-10: 9781305583702
You may purchase your textbook online at the FIU Bookstore.

Readings in Medical Sociology[KL2]
Lineberger, Katherine
Cognella Publishing, 2019
The required Readings book for SYO 3400 is now available for purchase. Readings in Medical Sociology (Preliminary Edition) is published and distributed by Cognella, Inc. When you purchase directly from Cognella, you'll receive the lowest price, as well as immediate access to your materials so you can start reading and studying right away.

**Purchase your course material here:** [https://store.cognella.com/82566-1A-002](https://store.cognella.com/82566-1A-002)

This course material includes information that we will reference and use in class regularly, so you should be sure to purchase your own copy. Please keep in mind that our institution is strict about copyright law and course material should never be copied or duplicated in any manner.

If you need any help with ordering from Cognella, feel free to email orders@cognella.com or call (800) 200-3908 x503.

Additional required readings and films can be linked through the course website in each lesson.

**EXCEPTIONS OF THIS COURSE**

This is an online course, which means most, if not all, of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

**COURSE REQUIREMENTS**

There are several activities within each lesson to assist you in building knowledge of Medical Sociology. Eight lessons are organized on a bi-weekly basis. **All lessons are open to you once you have passed the SYLLABUS QUIZ with 100% accuracy.**

**SYLLABUS QUIZ**

**REQUIRED BY May 11th, 2019 FOR EVERYONE!** STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY **May 11th** WILL BE ADMINISTRATIVELY Dropped FROM THE COURSE.

You will take a quiz based on the course requirements and the use of course technology. **The purpose is to ensure that you clearly understand the course requirements and how to use the course online tools.** You will gain access to the remaining course materials once you have passed the quiz with 100% accuracy.

**Total Points:** 25

**GROUP ASSIGNMENT: QUESTION DEVELOPMENT ASSIGNMENT (QDA)**

Several groups are available in the course. Students may self-enroll into a group of maximum 5 persons.

A number of materials are used in this course to study medical sociology, each filled with a variety of concepts, histories, outlines of theoretical systems, and more. Each of these materials contributes important perspective to an overall understanding of medical sociology. Each of these materials also is required to complete assignments throughout the course. **One of the highest demonstrations of learning is the ability to craft a good question about it.**

Your group will create multiple choice questions from the resources in each lesson. Questions can be of three types:

a. **Definition of Key Terms**

b. **Summary of Key Ideas**

c. **Critical Thinking/Application Questions**

Please see additional handouts ([QD Assignment Handout & Rubric](https://example.com)) on the course website to assist you in completing this assignment.

**Grades on Group assignments are assigned to the whole group.**

**Total Points:** 8 QDA Assignments X 40 Points each = 320
Please review the course materials for this lesson and create one question from each of the following sources:
Weitz, Ch. 1
Lineberger, Part I,
Reading 1
Reading 2
Reading 3
Lecture 1

LESSON 2
Please review the course materials for this lesson and create one question from each of the following sources:
Weitz, Ch. 2
Weitz, Ch. 3
Lineberger, Part II,
Reading 4
Reading 5
Reading 6
Lecture 2
Lecture 3
“Unnatural Causes: In Sickness and in Wealth,”
“Unnatural Causes: Bad Sugar,”

LESSON 3
Please review the course materials for this lesson and create one question from each of the following sources (except as otherwise instructed):
Weitz, Ch. 4
Weitz, Ch. 5
Lineberger, Part III,
Reading 7
Reading 8
Reading 9
Reading 10
Lecture 4
Lecture 5
The Age of AIDS,
The Medicated Child,
Fighting for Our Right to a Healthy Environment: Ada Lockridge and Ron Plain,
Deadly Deception: General Electric, Nuclear Weapons, and Our Environment

LESSON 4
Please review the course materials for this lesson and create one question from each of the following sources:
Weitz, Ch. 6
Weitz, Ch. 7
Lineberger, Part IV,
Reading 11
Reading 12
Reading 13
Lecture 6
Lecture 7
“The New Asylums”

LESSON 5
Please review the course materials for this lesson and create one question from each of the following sources:
Weitz, Ch 8
The High Price of Health Reading-this is a reading assignment based upon a documentary.
Lineberger, Part VII
LESSON 6
Please review the course materials for this lesson and create one question from each of the following sources:
- Weitz, Ch. 9
- Weitz, Ch. 10
- Lineberger, Part IV
- Reading 17
- Reading 18
- Lecture 9
- Lecture 10
- "Health for Sale,"
- "Sick Around the World,"
- "Rx For Survival: Delivering the Goods"

LESSON 7
Please review the course materials for this lesson and create one question from each of the following sources:
- Weitz, Ch. 11
- Weitz, Ch. 12
- Lineberger, Part V
- Reading 14
- Reading 15
- Reading 16
- Lecture 11
- Lecture 12
- "Episode 10: Effective Acupuncture,"
- "Money Driven Medicine"

LESSON 8
Please review the course materials for this lesson and create one question from each of the following sources:
- Weitz, Ch 13;
- Lineberger, Part VIII,
- Reading 22
- Reading 23
- Lecture 13
- "The Deadly Deception,"
- "Frontline: Life and Death in Assisted Living"

GROUP ASSIGNMENT: COLLAGE
A variety of resources are utilized within each lesson. The Collage Assignment requires that students pull together the various ideas and examples presented by these resources into a pictorial representation, with a one-page, written description.

This assignment provides you the opportunity to demonstrate your knowledge of medical sociology-related perspectives and concepts; to develop and demonstrate creativity and originality in your approach to medical sociology; and to develop and demonstrate your ability to clearly communicate scholarly perspectives and concepts in writing.

Please utilize the Collage Assignment Rubric to help you complete this assignment.

Grades on group assignments are assigned to the whole group. Groups will be given the opportunity to revise their Collages once.

Total Points: 150

GROUP ASSIGNMENT: ARTICLE SUMMARY
The Article Summary Assignment is designed to provide opportunities for students to develop skills in searching for and interpreting scholarly resources. It is also designed to deepen students’ knowledge of medical sociology through exposure to and work with scholarly sociological research and theoretical writing. Finally, this assignment is developed so that students may develop team building/work skills, develop and demonstrate clear communication about theory and research through writing.

Please utilize the Article Summary Handout and Rubric to help you complete this assignment.

Grades on group assignments are assigned to the whole group. Groups will be given the opportunity to revise their Article Summaries once.

Total Points: 150

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**QUIZ YOURSELF/ EXAM PRACTICE**

Multiple choice exam questions for each lesson are pooled and offered for practice. “Quiz Yourself” can be found within each Lesson’s folder. Quizzes are programmed exactly as Exams, except you may take them an unlimited number of times.

Total Points: 8 Quizzes X 1 Point each = 8

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**EXAMS**

In order to mitigate any issues with your computer and online assessments, it is very important that you take the “Practice Quiz” from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements. All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, whichever happens first. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Within each lesson is an exam which covers the material in that lesson. Exams provide the opportunity for you to gauge your growing knowledge about Medical Sociology, including vocabulary, summarizing major areas of research, and application of theoretical perspectives/concepts. Exams are structured within the following parameters:

1. Twenty-five minutes are allotted for twenty-five randomly assigned questions (taken from the quiz pool). Exams exceeding their deadline will be considered late and not accepted.
2. You are required to download and utilize Respondus Lockdown Browser for taking exams online. The browser and instructions for using it are provided on the course website.
3. Exams will only be reset with a report from FIU Online technical support.
4. There are no make-up exams.

Total Points: 8 Exams X 25 Points each = 200 Points

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**EXAMS**

Within each lesson is an exam which covers the material in that lesson. Exams provide the opportunity for you to gauge your growing knowledge about Medical Sociology, including vocabulary, summarizing major areas of research, and application of theoretical perspectives/concepts. Exams are structured within the following parameters:

- Thirty minutes is allotted for Exams 1-8. Exams exceeding their deadline will be considered late and not accepted.
- You are required to download and utilize Respondus Lockdown Browser for taking exams online. The browser and instructions for using it are provided on the course website.
- Exams will only be reset with a report from FIU Online technical support.

This assignment is worth about 20% of your total grade.

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**GROUP CONTRACT & SELF/PEER REVIEW SURVEYS**

The working world requires the skills and abilities related to group/team work. Group/Team work is never as perfect as we imagine we could do by ourselves. This will always be the case. Most employment requires a certain level of skill working in teams. Please treat this assignment as an opportunity to build group working skills.
Groups will fill in a contract, identifying each member’s strengths and commitment to tasks. Issues such as timing and scheduling will be outlined and signed by all group members. Also, to help group members identify their strengths and weaknesses, and hopefully so they improve in future assignments, an anonymous survey will be filled out by each member of the group, two times during the semester. The survey asks each group member to identify the specific strengths and weaknesses in both their own work and for each other group member in accomplishing the assigned tasks.

If troubles arise in the group, students must address these through the group contract and self/peer review assignments.

**IMPORTANT NOTE:** Groups are programmed to provide students with everything they need to collaborate and complete assignments within Canvas. If groups do not do their work in Canvas and choose to utilize another, outside program (e.g. WhatsApp) in which to work together, I will be unable to assist if problems arise between group members. Investigation of group problems requires access to group records, which I do not have with outside programs. In addition, there are privacy considerations that bar me from investigating an outside-Canvas group. Please keep this in mind as you create your group contract and organize yourselves for group assignments.

Total Points: 15 Points (group contract) + (15 Points X 2 self/peer surveys) = 45 Points

**BI-WEEKLY ADOBE CONNECT SESSIONS (AND LIVE OFFICE HOURS)**

For each Lesson, I will conduct a 1 one-hour online discussion/activity related to one of the current topics. The objective of these meetings is to provide opportunities for us to more fully unpack the concepts, issues, and research covered in the course, as well as to maintain a “Course Housekeeping” dialogue throughout the semester. The meetings also provide you with the opportunity to demonstrate the knowledge you’ve gained and to ask questions related to the course material. Online discussions provide time each week for you and me to have direct, live interaction. Each discussion is recorded, and the recordings are posted on the course website immediately after each meeting.

You have 2 options in this assignment:

1. You may attend and participate in the meetings, or
2. You may watch the meeting recordings and take a short quiz related to the information shared and discussed.

<table>
<thead>
<tr>
<th>Adobe Connect Session Schedule, Spring 2019</th>
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<tbody>
<tr>
<td>May 9</td>
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<td>May 14</td>
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<td>May 22</td>
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<td>May 30</td>
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<td>June 3</td>
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<td>June 11</td>
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**NOTE:** “Life is something that happens when you’re making other plans…” (John Lennon). There have been times when, for a variety of reasons, it has been necessary for me to cancel an Adobe Connect Session. In the event an AC session is cancelled, students are required to summarize (about 250-300 words) a film associated with the lesson, the PPT Lecture related to the lesson, or a reading associated with the lesson. I will publish this alternate assignment if and when the need arises.

- In this event, the Summary Grading Rubric will be used for grading. Please use it to complete the alternative assignment.
- “Tips on Writing a Summary” and a “Sample Summary” can be found in the Adobe Connect Sessions folder on the left-hand menu of the course website. Please use these to help you do the assignment.

**Total Points: 20 X 6 sessions/quizzes = 120 Points**

**GRADES**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus/ Canvas Quiz</td>
<td>25</td>
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<tr>
<td>Question Development Assignment</td>
<td>320</td>
</tr>
<tr>
<td>Collage Assignment</td>
<td>150</td>
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</tbody>
</table>
Article Assignment 150
Group Contract 15
Self/Peer Review Surveys 30
Quiz Yourself/Exam Practice 8
Exams 200
Adobe Connect Sessions 120
Total 1,018

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<tr>
<td>A</td>
<td>(95-100%) / 967-1,018</td>
<td>B</td>
<td>(83-84%) / 845-864</td>
<td>C</td>
<td>(70-74%) / 713-763</td>
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<td>A+</td>
<td>(90-94%) / 916-966</td>
<td>B-</td>
<td>(80-82%) / 814-844</td>
<td>D</td>
<td>60-69% / 611-712</td>
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<tr>
<td>B+</td>
<td>(85-89%) / 865-915</td>
<td>C+</td>
<td>(75-79%) / 764-813</td>
<td>F</td>
<td>&lt;60% / &lt;611</td>
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ADDITIONAL ISSUES

1. **Extra Credit:**
   A. (OPTIONAL) Students may earn up to 50 extra credit points by taking the Comprehensive Final Exam. All exam questions are pooled from all lessons for this exam, 50 multiple choice questions are randomly assigned to each student, and 60 minutes is allotted.
   B. (OPTIONAL) Students may earn 1 extra credit point for every mistake they find in the Canvas course (e.g. a bad question on an exam, misaligned dates, etc.).

2. **Early Alert:** In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students’ academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

3. **Midterm Grade:** The Provost’s Office, in conjunction with the Student Success and Advising Center will collect midterm grades. The midterm grade is simply the percent derived from your points/the total graded at the time of midterm. This data is collected in an effort to identify students that may need assistance at the half-way point.

4. **Missed or Late Assignments:** Excepting religious holidays and/or dire circumstances (which should be reported to the Disability Resource Center), under no circumstances will missed or late assignments (including exams) be accepted. On the bright side, you may work as far ahead as you can or wish!

COURSE CALENDAR

**WEEKLY SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Due</th>
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<tbody>
<tr>
<td>May 6-11</td>
<td><strong>Introduction &amp; Lesson 1</strong> [KL12] <strong>Introduction to Medical Sociology</strong></td>
<td>Explore the course and its components both in class and online.</td>
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<tr>
<td></td>
<td><strong>Read:</strong></td>
<td>Syllabus Quiz. <strong>REQUIRED FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE</strong></td>
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<tr>
<td></td>
<td>Weitz, Ch 1</td>
<td><strong>SYLLABUS QUIZ WITH 100% ACCURACY WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.</strong></td>
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<td></td>
<td>Lineberger, Part I</td>
<td>Adobe Connect Session</td>
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<td><strong>Review</strong></td>
<td>Quiz Yourself/Exam Practice</td>
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<td><strong>May 12-18</strong></td>
<td><strong>Lesson 2</strong></td>
<td><strong>KL13</strong></td>
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<tr>
<td><strong>Lesson 2</strong></td>
<td>The Social Sources of Illness/The Distribution of Illness in the US</td>
<td><strong>Read:</strong> Weitz, Chs. 2 &amp; 3; Lineberger, Part II, readings 4 -6</td>
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<tr>
<td><strong>May 19-25</strong></td>
<td><strong>Lesson 3</strong></td>
<td><strong>KL14</strong></td>
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<tr>
<td><strong>Lesson 3</strong></td>
<td>Illness &amp; Death in Less Developed Nations/The Social Meanings of Illness</td>
<td><strong>Read:</strong> Weitz, Chs. 4 &amp; 5; Lineberger, Part III, Readings 7-10</td>
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<td><strong>May 26-June 1</strong></td>
<td><strong>Lesson 5</strong></td>
<td><strong>Group Contract</strong></td>
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<tr>
<td><strong>Lesson 5</strong></td>
<td>Health Care in the US</td>
<td><strong>Read:</strong> Weitz, Ch 8; “The High Price of Health: A Report on the Managed Care Revolution and its impact on doctors, nurses, and patients” Lineberger, Part VII, Readings 19-20</td>
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<td>Lesson 6</td>
<td>Health Care around the Globe/Health Care Settings &amp; Technologies</td>
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<tr>
<td><strong>Group</strong> (ongoing)</td>
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<tr>
<td><strong>Read:</strong></td>
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<td>Weitz Chs 9 &amp; 10; Lineberger, Part VII, Reading 21</td>
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<td>Lineberger, Part VI, Readings 17 &amp; 18</td>
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<tr>
<td><strong>Review:</strong></td>
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<td>Lectures 9 &amp; 10</td>
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<tr>
<td><strong>View films:</strong></td>
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<tr>
<td>Health for Sale, Sick Around the World, Rx For Survival: Delivering the Goods</td>
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<tr>
<th>Lesson 7</th>
<th>The Profession of Medicine /Other Mainstream &amp; Alternative Health Care Providers</th>
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<tr>
<td><strong>June 2-8</strong> [KL15]</td>
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<td><strong>Lesson 7</strong></td>
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<td><strong>Group</strong> (ongoing)</td>
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<tr>
<td><strong>Read:</strong></td>
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<tr>
<td>Weitz, Chs 11 &amp; 12; Lineberger, Part V, Readings 14-16</td>
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<tr>
<td><strong>Review:</strong></td>
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<tr>
<td>Lectures 11 &amp; 12</td>
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<tr>
<td><strong>View films:</strong></td>
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<tr>
<td>Complementary and Integrative Medicine: Episode 1: The Science of Integrative Medicine, Episode 10: Effective Acupuncture, Money Driven Medicine.</td>
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<td><strong>Group</strong> (ongoing)</td>
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<tr>
<th>Lesson 8</th>
<th>Bioethics</th>
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<tr>
<td><strong>June 9-14-Please note that June 14 is a FRIDAY</strong> [KL16]</td>
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<td><strong>Lesson 8</strong></td>
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<td><strong>Read:</strong></td>
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<td>Weitz, Ch 13; Lineberger, Part VIII, Readings 22-23</td>
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<tr>
<td><strong>Review:</strong></td>
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<td>Lecture 13</td>
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<td><strong>View films:</strong></td>
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<td>The Deadly Deception, Frontline: Life and Death in Assisted Living</td>
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<tr>
<td><strong>Group</strong> (ongoing)</td>
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Jennifer, the course also utilizes Adobe Connect, so I added that. However, I’m sure you have some ready-made wording and helpful links associated with this. Can you insert that, please?

Jennifer, please don’t publish the syllabus quiz yet. I need to tweak it.

It looks like 49 people are currently registered. Can you make sure there are 10 groups into which students can self-enroll, please?

I have updated the rubric points. Could you please update them in the course? PS> the rubric is in the handout “QDA Handout and Rubric.” I made the changes on this document. If you could also replace the old document with the update, that would be great.
Please delete Sicko from the syllabus and from Lesson 5. For some reason, it’s never worked….. Go figure! Thanks!

Hi Again!!!! Can you leave the quizzes and exams unpublished? I need to tweak them, too. 😊

But I thought assessments WERE compatible with iPads. Am I wrong? The language here is something Claudia inserted, so I’m not sure……

I never noticed that this was duplicated……

I have updated the rubric for attending/participating and the rubric for the alternate assignment. Could you please edit them in the course?

Syllabus quiz and assignments for Lesson 1 are due May 6 at 11:59 PM
All assignments for Lessons 2 & 3 are due May 18 at 11:59 PM
All assignments for Lesson 4 are due on May 25 at 11:59 PM
All assignments for Lesson 7 are due June 8 at 11:59 PM
All assignments for Lesson 8 are due June 14 at 11:59 PM