

**NURS 6350: TRANSCULTURAL NURSING RESEARCH (TCNR)
Fall 2017**

COURSE NUMBER AND TITLE: NURS 6350 Transcultural Nursing Research

SECTION NUMBER: 6350-060

COURSE CREDIT: 3 credits

PREREQUISITES: Provisional or full acceptance into the doctoral program or permission of the instructor is the only prerequisite for this course.

CLASS MEETING DAYS: On line.

FACULTY: Shih-Yu “Sylvia” Lee, RN, PhD
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Office Hours: Regular biweekly zoom meeting (TBA) for Qs & As, and by appointment

Welcome and Introduction



Welcome to **Transcultural Nursing Research!** I am [Shih-Yu “Sylvia” Lee](#), your faculty member for this course. I originally came from Taiwan and have practiced as a nurse and served as nursing faculty in both Taiwan, Republic of China and the United States. I have been teaching the PhD level nursing education since 2006. My primary areas of research are: 1) culturally competent care for ethnic minority groups’ health, notably cultural differences in perceived health care and health disparities, 2) parental stress with a medically fragile infant with a focus on sleep disturbances and mood status, and 3) symptom management for sleep deprived child-bearing aged women. Hope my bicultural background and expertise could facilitate and increase your awareness of diverse cultures, further to enhance your knowledge of culture from the perspectives of health promotion, health protection and health restoration. In this course, we will explore the definition of culture and what it means to do research with people from different cultures, locally and internationally. I hope you will develop a foundation for transcultural nursing research from conceptualization to dissemination.

The structure of this course has been arranged in four MODULES, all the weekly related materials will be available at least one week before the scheduled date. The learning outcomes for each module are:

Module 1 (1st-3rd week)

1. Define and apply to conceptual and theoretical frameworks to explain culture.

2. Identify how cultural self-awareness influences cultural competency.
3. Describe the national Standards for Culturally and Linguistically Appropriate Service (CLAS).

Module 2 (4th-6th week)

1. Identify the factors that contribute to heritage consistency – culture, ethnicity, religion, acculturation, and socialization.
2. Explain the factors involved in the cultural phenomena affecting health and research.
3. Discuss ethical issues in conducting transcultural research.

Module 3 (7th-10th week)

1. Discuss various forms of healing practices.
2. Analyze the Health Belief Model from cultural perspective.
3. Discuss health disparities in specific cultural groups.

Module 4 (11th-15th week)

1. Discuss cultural competency and vulnerable population.
2. Discover information available from the National Center for Complementary and Alternative Medicine.
3. Propose strategies to promote the utilization of research to improve the health status in specific cultural group(s).

COURSE DESCRIPTION

Research issues within a cultural milieu are explored. The emphasis is on building a community of nurses who lead through the use of culturally relevant scholarship, knowledge, and technology to improve the health status of diverse communities. Differing world views that shape the delivery of nursing care are acknowledged, recognizing that research undertaken in one culture can have consequences and impacts on another culture.

STUDENT LEARNING OUTCOMES

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

1. Discuss historical events in transcultural research and the implications for current programs of research.
2. Assess and analyze culturally relevant issues related to conducting meaningful research within a particular culture.
3. Identify how research practices may be adapted for different cultures.

4. Identify the outcomes of nursing research including the dissemination of findings within the context of culture.

LINKAGE AMONG STUDENT LEARNING OUTCOMES, UTT PHD PROGRAM GOALS, AND COURSE ASSESSMENT METHODS

Student Learning Outcomes	UTT PhD Program Goals	Course Assessment Methods
1. Discuss historical events in transcultural research and the implications for current program of research.	* Conduct culturally competent research to guide nursing practice.	Article review, discussions, assignments (1,2,5).
2. Assess and analyze culturally relevant issues related to conducting meaningful research within a particular culture.	* Conduct culturally competent research to guide nursing practice.	Article review, discussions, assignments (2,5).
3. Identify how research practices may be adapted for different cultures.	* Conduct culturally competent research to guide nursing practice.	Article review, discussions, assignments (3-5).
4. Identify the outcomes of nursing research including the dissemination of findings within the context of culture.	* Design, conduct, and disseminate research that contributes to the advancement of nursing science.	Article review, discussions, assignments (3-5).

TEACHING METHODS: lecture, seminar, discussion, audiovisual.

COURSE REQUIREMENTS:

EXPECTATIONS OF STUDENTS:

1. Complete all the required readings and ask questions in a timely manner for clarification about assignments/topics.
2. Self-directed in meeting learning needs.
3. Active class participation. This includes contributing to discussions in a meaningful way, staying focused on the discussion at hand with relevant questions or comments, demonstrating that assignments have been read, and asking appropriate questions.
4. Routinely checking email/blackboard for any updates/changes.
5. Contribute to a positive learning environment.
6. Create a schedule that commits you to **at least 6 hours weekly** in which you check for recently published research on your variables/topic, read recent studies/assigned readings, and work on your proposal.
7. **On time for all assignments (5 points per day deducted for late assignments, contact faculty member as soon as possible if you are experiencing any challenging).**

COMMUNICATION:

Faculty-student communication is ESSENTIAL for an effective learning environment. Students can communicate with course faculty via e-mail, telephone, zoom meeting, in person or set up time for an appointment

- Private or individual communication: you can call or e-mail (see p.1 for contact information)
- Group communication: We will use the UTT email for communication unless you specifically tell me your preferred email address.
- Faculty is available to talk with you about course-related issues and questions. It is important to contact me early in the process

GRADING POLICY AND CRITERIAL TO DETERMIN FINAL GRADE:

Assignment Percentage

- | | |
|---|-----|
| 1. Contact with an expert scientist | 20% |
| 2. Your contribution to the class discussions | 20% |
| 3. Complementary and alternative medicine presentation | 20% |
| 4. Critical review of research on selected cultural group | 40% |
| 5. Satisfactory completion of non-graded discussion activities are required to be successful in the course. These must be satisfactorily completed to receive a passing course grade. | |

Final grades for the course will be determined based upon the following point assignments:

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

1. CONTACT WITH AN EXPERT SCIENTIST (20%): With the assistance of your faculty advisor and or/from your critical literature review, identify the key scientists who have published the most credible research directly related to your area of interest. Contact one of them by letter, e-mail, telephone, or in person (e. g., arrange time at a professional conference). Ask the expert scientist questions (needs to have an approval from the course faculty) that you have after reading their publications or related to your future plans of study. Provide a one-page summary of the encounter and share it with your classmates. **Due 10/5 at 11:59 pm.**

2. COMPLEMENTARY AND ALTERNATIVE MEDICINE (CAM) ORAL PRESENTATION (20%):

Students will prepare a reading list and have 5 minutes presentation to discuss the selected CAM. The presenter should use pedagogical skills and principles in delivering a presentation and/or conveying message. Include objective and an outline of the content to be covered for the presentation.

Fellow students are required to provide presenter with written feedback (evaluation form will be provided by the faculty member). The final grade for this presentation will be the faculty (50%) and the average score from students (50%). **Due 10/24 at 11:59 pm (presentation PPT to the faculty), oral presentation 10/26, 7- 8:30 pm (CST).**

3. CRITICAL REVIEW OF RESRACH ON SLECTED CULTURAL GROUP:

Guidelines for paper

The paper should be in either APA format or in the format for a journal you've targeted for publication (please include a copy of the author guidelines).

Area to include are:

1. What is the topic/phenomenon? (Introduction) 1 page.
2. Why is it important? (Background and significance) 1-2 pages.
3. What does the literature show? (Review of the literature) 8-10 pages.
4. Where are the gaps in knowledge? What do we know; what is still unknown? (Discussion and summary) 2-3 pages.
5. What are some unanswered research questions for future research? (Conclusions) 1-2 pages.

Please enlist the advice of your faculty advisor in developing your paper because it will constitute the foundation for your Doctoral Proficiency Exam (DPE) and your dissertation research.

Due 12/7 at 11:59 pm.

REQUIRED AND RECOMMENDED TEXTBOOKS AND MATERIALS:

This course used the same texts required in the Quantitative Research Design course, so you do not need to purchase any required texts.

Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th edition. ISBN 978-1-4522-2610-1. Thousand Oaks, CA: Sage Publications, Inc.

Recommend (not required) books and resources:

Fadiman, A. (1998). *The spirit catches you and you fall down*. New York, N.Y.: Farrar Straus and Giroux.

Skloot, R. (2011). *The Immortal Life of Henrietta Lacks*. New York, N. Y.: Crown Publishing.

Spector, R. E. (2017). *Cultural diversity in health and illness* (9th ed.). Boston, MA: Pearson. ISBN-13: 978013441310, ISBN-10: 0134413318.

Shi, L. & Stevens, G.D. (2010). *Vulnerable populations in the United States* (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc. ISBN-13: 978-0470599358, ISBN-10: 0470599359.

de Chesnay, M. & Anderson, B.A. (Eds.) (2016). *Caring for the vulnerable: perspectives in nursing theory, practice, and research* (4th ed.). Burlington, MA: Jones & Bartlett Learning. ISBN-13: 978-1284066272, ISBN-10: 1284066274.

[Office of Minority Health \(OHM\)](#)

[National Center for Complementary and Integrative Health](#)

[Health People 2020](#)

[Purdue Online Writing Lab](#)

[Publishing in peer reviewed journals](#)

SYLLABUS AS GENERAL OUTLINE

This course syllabus is a general outline of course assignments and activities, subject to change if needed during the course of the semester.

COURSE COTNET/CALENDAR (tentative)

WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
1 st week (8/28-9/2)	Module 1 * Introduce the course. * Define and apply to conceptual and theoretical frameworks to explain culture.	<u>Readings:</u> 1. Creswell (2014), Ch. 1. 2. Kirmayer (2012). <u>Activities:</u> Set up personal learning plan. Health People 2020
2 nd week (9/3-9)	Module 1 * Literature review. * Identify how cultural self-awareness influences cultural competency.	<u>Readings:</u> 1. Creswell (2014), Ch. 2 2. Brown, D. W. (2009). 3. Wendt & Gone (2012). <u>Activities:</u> 1. Purdue Online Writing Lab 2. Post a 1-2 paragraphs description of your research interest area to Canvas; include the problem statement, the cultural characteristics of the population, and your experiences with working in the specific population. Due 9/5 (Tue) at 11:59 pm.
3 rd week (9/10-16)	Module 1 * The community determinants and mechanisms of vulnerability and health disparities. <ul style="list-style-type: none"> • Race and ethnicity • Socioeconomic status • Health insurance issues * Describe the national Standards for Culturally and Linguistically Appropriate Service (CLAS).	<u>Readings:</u> 1. Creswell (2014) Ch. 3 2. Salo & Birman (2015). <u>Activities:</u> 1. National Center for Complementary and Integrative Health 2. Zoom meeting #1: Discuss Wendt & Gone (2012), Qs & As (9/14, 7 pm CST. This is optional; however, will discuss topics related to learning objectives)
4 th week (9/17-23)	Module 2 * Contact with an expert scientist * Identify the factors that contribute to heritage consistency – culture, ethnicity, religion, acculturation, and socialization.	<u>Readings:</u> 1. Creswell (2014) Ch. 4 2. Zemore, et al. (2009). <u>Activities:</u> 1. National Center for Complementary and Integrative Health

WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
5th week (9/24-30)	Module 2 * Research method in vulnerable populations <ul style="list-style-type: none"> • Study design • Measurement issues • Literacy * Explain the factors involved in the cultural phenomena affecting health and research.	<u>Readings:</u> 1. Creswell (2014) Ch. 7 2. Stevanovic et al. (2017) <u>Activities:</u> 1. Office of Minority Health (OHM) 3. Zoom meeting #2: discuss Zemore, (2009), Qs & As (9/28, 7 pm CST. This is optional; however, will discuss topics related to learning objectives)
6 th week (10/1-7)	Module 2 * Discuss ethical issues in conducting transcultural research.	<u>Readings:</u> 1. Creswell (2014) Ch. 4 2. Goodkind, J. et al. (2015) <u>Activities:</u> 1. Office of Minority Health (OHM) 2. Contact with an expert scientist due 10/5 at 11:59 pm)
7 th week (10/8-14)	Module 3 * Discuss various forms of healing practices. * Complementary and alternative medicine (CAM) among racial and ethnic minority groups. Selected one of the following complementary paths of healing as your topic for a 5 minutes oral <u>presentation on 10/26. PPT needs to be sent to the faculty member no later than 10/24 for approval</u> (including references). <ol style="list-style-type: none"> 1. Acupuncture 2. Applied kinesiology 3. Ayurveda 4. Chiropractic 5. Guided imagery 6. Homeopathy 7. Osteopathy 8. Shamanism 9. Tai Chi 10. Traditional Chinese Medicine 11. Tibetan Medicine 	<u>Readings:</u> 1, Creswell (2014) Ch. 5 <u>Activities:</u> 1. Search CAM. 2. Zoom Meeting #3: Discuss Goodkind, J. et al. (2015), Qs & As (10/12, 7 pm CST. This is optional; however, will discuss topics related to learning objectives). 3. Purdue Online Writing Lab

	12. Yoga 13. Others	
8 th week (10/15-21)	Module 3 * Explore CAM	Readings: 1. Creswell (2014) Ch. 6. 2. Mai, P.L. et al. (2014). <u>Activities:</u> 1. Search CAM 2. Purdue Online Writing Lab
9 th week (10/22-28)	Module 3 * Comprehend CAM to prevent health disparities. * Analyze the Health Belief Model from cultural perspective. * Principle for cross-cultural study	<u>Readings:</u> 1. Creswell (2014) Ch. 8 2. Moorehead et al., (2015) <u>Activities:</u> 1. Zoom meeting #4: CAM presentation Qs & As (10/26, 7 pm CST. This activity is required)
10 th week (10/29-11/4)	Module 3 * Discuss health disparities in specific cultural groups. .	<u>Readings:</u> 1. Creswell (2014) Ch. 8 2. Hinton D.E., et al. (2012). <u>Activities:</u> 1. Publishing in peer reviewed journals
11 th week (11/5-11)	Module 4 * Research method in various cultural groups <ul style="list-style-type: none"> • Participant recruitment and retention • Data interpretation * Discuss cultural competency and vulnerable population.	<u>Readings:</u> 1. Creswell (2014) Ch. 9 2. Al-Amer et al., (2015) <u>Activities:</u> 1. Zoom meeting #5: Discuss Hinton et al. (2012), Qs & As (11/9, 7 pm CST. This is optional; however, will discuss topics related to learning objectives)
12 th week (11/12-18)	Module 4 * Strategies to serve various cultural groups <ul style="list-style-type: none"> • Available programs to serve vulnerable populations (federal, state and private) • Collaboration between research, education, and services * Discover information available from the National Center for Complementary and Alternative Medicine.	<u>Readings:</u> 1. Creswell (2014) Ch. 9 2. Poggio, et al. (2016) 3. Valibhoy, et al. (2017) <u>Activities:</u> 1. Publishing in peer reviewed journals

13 th week (11/19-25)	Thanksgiving break.	
WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
14 th week (11/26-12/2)	<p>Module 4</p> <p>* Cultural competency in selected cultural groups</p> <ul style="list-style-type: none"> • Culturally appropriate interventions • Research in Hispanic/Latino Americans • Research in Asian Americans <p>* Propose strategies to promote the utilization of research to improve the health status in specific cultural group(s).</p>	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Creswell (2014) Ch. 10 2. Lee, Kim, Chen (2010) <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Zoom meeting #6: Discuss Poggio, et al. (2016) Qs & As (11/30, 7 pm CST. This is optional; however, will discuss topics related to learning objectives) <p>2. Critical review paper due 12/7 at 11:59 pm)</p>
15 th week (12/3-9)	<p>Module 4</p> <p>* Propose strategies to promote the utilization of research to improve the health status in specific cultural group(s).</p>	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Creswell (2014) Ch. 10 2. Littenberg-Tobias, et al. (2016) <p><u>Activities:</u></p> <p>Health People 2020</p>
16 th week (12/10-16)	Final week	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Creswell (2014) Ch. 1-10 <p><u>Activities:</u></p> <p>Health People 2020</p>

Extra Reading Articles

- Al-Amer, R. et al. (2015) Translation of interviews from a source language to a target language: examining issues in cross-cultural health care research. *Journal of Clinical Nursing*, 24, 1151-1162
- Brown, D. W. (2009). The dawn of Healthy People 2020: a brief look back at its beginnings. *Preventive Medicine*, 48, 94-95.
- Goodkind, J. et al. (2015). Reconsidering culturally competent approaches to American Indian healing and well-being. *Qualitative Health Research*, 25, 489-499.
- Hinton, D.E., et al. (2012). Adapting CBT for traumatized refugees and ethnic minority patients: examples from culturally adapted CBT (CA-CBT). *Transcultural Psychiatry*, 49, 340-365.
- Kirmayer, L.J. (2011). Rethinking cultural competence. *Transcultural Psychiatry*, 49, 149-164.
- Lee, S.Y., Kim, E., & Chen, W.T. (2010). Research strategies: lessons learned from the studies of Chinese Americans and Korean Americans. *Journal of Transcultural Nursing*, 21, 265-270.

- Littebberg-Tobias, J. & Cohen, A.K. (2016). Diverging paths: understanding racial differences in civic engagement among White, African American, and Latino/o adolescents using structural equation modeling. *American Journal of Community Psychology*, 57, 102-117.
- Mai, P.L. et al. (2014). Awareness of cancer susceptibility genetic testing. *American Journal of Preventive Medicine*, 46, 440-448.
- Moorehead, V.D., Gone, J. P., December, D. (2015). A gathering of native American healers: exploring the interface of indigenous tradition and professional practices. *American Journal of Community Psychology*, 56, 383-394.
- Poggio, R. et al. (2016). Prevalence, patterns and correlates of physical activity among the adult population of the Southern Cone of Latin America: cross-sectional results from the CESCAS U study.
- Salo, C.D. & Birman, D. (2015). Acculturation and psychological adjustment of Vietnamese refugees: an ecological acculturation framework. *American Journal of Community Psychology*, 56, 395-407.
- Stevanovic, D. et al. (2017). Can we really use available scales for child and adolescent psychopathology across cultures? A systematic review of cross-cultural measurement invariance data. *Transcultural Psychiatry* 54, 125-152.
- Valibhoy, M.C., Kaplan, I., & Szwarc, J. (2017). "It comes down to just how human someone can be": a qualitative study with young people from refugee backgrounds about their experiences of Australian mental health services. *Transcultural Psychiatry*, 54, 23-45.
- Wendt, D.C. & Gone, J.P. (2012). Rethinking cultural competence: insights from indigenous community treatment settings. *Transcultural Psychiatry*, 49, 206-222.
- Zemore, S.E. et al. (2009). Gender, acculturation, and other barriers to alcohol treatment utilization among Latinos in three national alcohol surveys. *Journal of Substance Abuse and Treatment*, 36, 446-456.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water

pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as learning disabilities, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous

educational environment you are encouraged to visit the <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, #3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Resources for Students

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](mailto:uttyler@uttyler.edu) (903.566.7254)