



Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course provides the student with an understanding of healthcare quality improvement including methods and tools to increase patient safety, improve healthcare outcomes and reduce risk in the healthcare setting. It focuses on applying expert knowledge and management expertise to the multiple challenges managers faced by healthcare organizations. Special emphasis is placed on the role of work teams in quality improvement and risk reduction, including understanding the critical success factors for effective team performance. Additional reading and course discussions include assessing risk in complex healthcare organizations, assessing the value of different management techniques to monitor, anticipate, reduce, and eliminate disruptive and dangerous risks. The fundamental objective of this course is for the student to be able to applying quality and risk management principles in diverse healthcare environments in order to improve patient safety and clinical outcomes.

Course Overview:

This course examines the relationships between healthcare quality, risk management, operational objectives, and organizational performance. The course focuses on topics such as the role of a risk manager, identification and amelioration of medical errors, proactively managing known risks, medical error causation theories, and ensuring compliance with the quality and safety standards of regulatory and accreditation organizations. Risk management, including risk behavior and risk prevention, is examined across a variety of healthcare organization and patient care settings.

Course Learning Outcomes:

1. Explain the major principles and importance of applying quality and risk management principles in healthcare environments.
2. Assess system characteristics that influence organizational performance and contribute to dynamic complexity in healthcare organizations.
3. Compare and contrast managerial approaches used for systematic quality improvement and risk reduction in complex healthcare systems.
4. Identify key governmental regulations relative to patient care, risk management, and quality improvement.
5. Determine the duties of risk management in ensuring organizational compliance with regulatory requirements and accreditation standards.
6. Evaluate techniques for managing, controlling, and financing risk reduction and quality improvement techniques in healthcare organizations.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Spath, P. L. (2018). *Introduction to healthcare quality management* (3rd ed.). Chicago, IL: Health Administration Press. ISBN13: 9781567939859

Suggested:

Neuhauser, D., Myhre, S., & Alemi, F. (n.d.) Personal continuous improvement work book: An engaging way to using quality improvement tools. Retrieved from <https://www.nzta.govt.nz/assets/resources/sms/guidelines-developing/docs/part-3-i.pdf>

Wisconsin Hospital Association. (2014). Improvement workbook: Roadmaps and tools for driving out harm. Retrieved from

<http://www.whaqualitycenter.org/Portals/0/Tools%20to%20Use/Improvement%20Workbook/2014%20PfP%20Improvement%20Workbook.pdf>

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1 & 2 in *Introduction to Healthcare Quality Management*
- Pages 1-5 in *Continuous Quality Improvement (CQI) Strategies to Optimize your Practice*.
- Giannini, M. (2015). Performance and quality improvement in healthcare organizations. *International Journal of Healthcare Management*, 8(3), 173-179. doi:10.1179/2047971915Y.0000000002
- Institute of Medicine. (1999, November). *To err is human: Building a safer health system* (Report Brief). Washington, DC: National Academy Press. Retrieved from http://nationalacademies.org/hmd/reports/1999/to-err-is-human-building-a-safer-health-system.aspx?_ga=1.31335679.1728630409.1486574575

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 2

Readings

- Chapters 3 & 4 in *Introduction to Healthcare Quality Management*
- Pages 6-16 in *Continuous Quality Improvement (CQI) Strategies to Optimize your Practice*.
- Burstin, H., Leatherman, S., & Goldmann, D. (2016). The evolution of healthcare quality measurement in the United States. *Journal of Internal Medicine*, 279(2), 154-159. doi:10.1111/joim.12471
- Perez, K. (2015). Lessons from the latest Medicare ACO report card. *Hfm (Healthcare Financial Management)*, 69(11), 152-153.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Process Improvement

For any healthcare activity, three performance factors can be measured: structure, process, and outcome. Consider the following hospital admission process:

Upon arrival, the patient reports to the hospital registration or admitting area. The patient completes paperwork and provides an insurance identification card, if insured. Often, patients register before the date of hospital admission to facilitate the registration process. An identification bracelet, including the patient's name and doctor's name, is placed around the patient's wrist. Before any procedure is performed or any form of medical care is provided, the patient is asked to sign a consent form. If the patient is not feeling well, a family member or caregiver can help the patient complete the admission process.

Identify one structure measure, one process measure, and one outcome measure that could be used to evaluate this hospital admission process. Analyze each of these measures in fundamental terms. What are the numerator and denominator? If the measure does not require a numerator and denominator, explain why.

The manager of the hospital registration area wants to gather improve the admissions process and has asked you to write a memo describing how best to do so, based on the data measures you identified in the previous paragraph. Identify and describe the data you would use to report performance results for

the measures you have chosen. What data source could be used to gather information for the measures? Why would these data sources be best for gathering reliable data?

Your memo should be well-written and meet the following requirements:

- Contains an executive summary of one or two paragraphs
- Clearly describes the hospital admission and registration measurements chosen and provide an analysis of how your data will help improve this process
- Summarizes your findings and provide two to four actionable recommendations for the manager of the hospital registration area to consider implementing to improve the hospital's admission and registration processes
- Your memo should be three pages **plus** a title page and a reference page.
- Includes at least three scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.
- Conforms to CSU-Global Guide to Writing and APA

Option #2: Performance Benchmarking

The Centers for Medicare & Medicaid Services (CMS) Hospital Compare website allows you to compare performance at hospitals throughout the United States. Go to this site and search for hospitals within 100 miles of your location.

First, identify two specific measures for any of the following broad categories of measures: structure, process, and outcomes (both clinical and customer service). Which hospital rates highest?

Second, use the CMS Hospital Compare website and review the various measurement categories. **Select one hospital to be your primary hospital for comparison.** Then decide which two performance measures are most important to consumers of healthcare services. Also consider which performance measures are least important to consumers.

Prepare a memo to your hospital CEO (**your primary hospital selected as instructed in the previous paragraph**) describing what measures that are important to consumers that you propose to use to compare your hospital's performance with three other hospitals within 100 miles of your hospital. Explain your selections.

Your memo should be well-written and meet the following requirements:

- Contains an executive summary of one or two paragraphs
- Clearly describes the consumer measurements chosen and provide an analysis of how your primary hospital ranks against three comparisons hospitals
- Summarizes your findings and provide two to four actionable recommendations for your CEO to consider implementing to sustain or improve the primary hospitals consumer ranking
- Your memo should be three pages **plus** a title page and a reference page.
- Includes at least three scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.
- Conforms to CSU-Global Guide to Writing and APA

Module 3

Readings

- Chapter 5 in *Introduction to Healthcare Quality Management*
- Akinci, F., & Patel, P. M. (2014). Quality improvement in healthcare delivery utilizing the patient-centered medical home model. *Hospital Topics*, 92(4), 96-104. doi:10.1080/00185868.2014.968493
- Živaljević, A., Trifunović, D., & Pejović, B. (2016). Two quality evolutions: Industry vs. health care. *Megatrend Review*, 13(1), 159-184.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (95 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Performance Improvement Memo

For this assignment, select *one* of the following performance opportunities:

- Patients experience long wait times and delays for outpatient diagnostic services.
- A large number of hospitalized patients develop a wound infection following surgery.

Next, select a specific improvement model (such as PDSA, RCI, FOCUS-PDCA, FADE, Lean, or Six Sigma) to address your chosen opportunity.

Write a memo addressed to the CEO of the organization, explaining why the model you chose would work best for that opportunity.

The memo should be well-written and meet the following requirements:

- Two pages (single-spaced) in length **plus** a title page and a reference page
- Includes at least three references from the peer-reviewed articles. The CSU-Global Library is a good place to find peer-reviewed articles.
- Conforms to the CSU-Global Guide to Writing and APA

Option #2: Performance Improvement Presentation

For this assignment, select *one* of the following performance opportunities:

- Patients' overall satisfaction with the emotional support provided by nurses is lower than the satisfaction levels reported for other hospitals.
- In a pediatric clinic, many Spanish-speaking patients are unable to communicate by phone with the receptionists and caregivers because of language barriers.

Next, select a specific improvement model (such as PDSA, RCI, FOCUS-PDCA, Lean, or Six Sigma) to address your chosen opportunity.

Develop a PowerPoint presentation that you will deliver to the senior management team that explains why your chosen model would work best for that opportunity.

The presentation must meet the following requirements:

- 10 slides in length (excluding title and reference slides)
- Each slide must provide detailed speakers notes – a minimum of 100 words. Notes must draw from and cite relevant reference materials.
- Presentations must adhere to academic integrity standards; limited use of direct quotes, proper paraphrasing, citing sources, etc.
- Includes at least three references from the peer-reviewed articles. The CSU-Global Library is a good place to find peer-reviewed articles
- Conforms to the CSU-Global Guide to Writing and APA

Module 4

Readings

- Chapter 6 in *Introduction to Healthcare Quality Management*
- Delisle, D. R., & Freiberg, V. (2014). Everything is 5S: A simple yet powerful lean improvement approach applied in a preadmission testing center. *Quality Management Journal*, 21(4), 10-22.
- Siegel, B. (2013). REAL data collection essential for care of vulnerable populations. *Journal of Healthcare Management*, 58(6), 392-394.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (25 points)

Submit a Bibliography

Review the requirements for the Portfolio Project. Prepare and submit a bibliography of research sources that you plan to use for the Portfolio Project. The bibliography should include at least six credible reference sources, including at least one peer-reviewed article from the CSU-Global Library. The bibliography entries must be formatted per the CSU-Global Guide to Writing and APA.

This submission is worth 25 points of your Portfolio Project, which is due in Module 8. Additionally, you will be expected to account for the instructor's feedback in the final version of the Portfolio Project assignment.

Module 5

Readings

- Chapter 7 in *Introduction to Healthcare Quality Management*
- Boak, G., Dickens, V., Newson, A., & Brown, L. (2015). Distributed leadership, team working and service improvement in healthcare. *Leadership in Health Services, 28*(4), 322-344.
- Davis, M. V., Mahanna, E., Joly, B., Zelek, M., Riley, W., Verma P., & Solomon Fisher, J. (2014). Creating quality improvement culture in public health agencies. *American Journal of Public Health, 104*(1), e98-e104.
- Siverbo, K., Eriksson, H., & Wijk, H. (2013). An improvement engine for empowered change in healthcare. *International Journal of Productivity & Performance Management, 62*(2), 156-167. doi:10.1108/17410401311295713

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Clinical Improvement Opportunity

Scenario:

You are the director of quality in a 200-bed hospital. The organization has identified three clinical improvement opportunities: reduce surgical site infections, reduce patient falls, and improve compliance with congestive heart failure clinical guidelines.

For this assignment, select *one* of these clinical improvement opportunities. Your task, as sponsor and team facilitator, is to develop a robust team charter (see exhibit 7.2 in our textbook).

- First, research the opportunity you selected to understand how progressive organizations have addressed the challenge.
- Next, determine and justify the size of the team and identify the specific positions (to include physicians) that you would include as members. Describe the role of each member.
- Then, craft a robust problem statement and team charter.
- Finally, create a draft agenda and Gantt Chart or timeline (select just one) for the first meeting of the team.

The paper should be well-written and meet the following requirements:

- Be four pages in length (excluding title page, reference list, and exhibits)
- The team charter, Draft Agenda, and Gantt Chart / timeline should be included as exhibits in the paper, but thoroughly discussed and justified in the body of the paper.

- Includes at least three references from the peer-reviewed articles. The CSU-Global Library is a good place to find peer-reviewed articles.
- Conforms to CSU-Global Guide to Writing and APA.

Option #2: Process Improvement Opportunity

Scenario:

You are the director of quality in a 200-bed hospital. The organization has identified three process improvement opportunities: improve collection of patient advance directives, emergency department wait times, and discharge of patients before noon.

For this assignment, select *one* of these process opportunities. Your task, as sponsor and team facilitator, is to develop a robust team charter (see exhibit 7.2 in our textbook).

- First, research the opportunity you selected to understand how progressive organizations have addressed the challenge.
- Next, determine and justify the size of the team and identify the specific positions (to include physicians) that you would include as members. Describe the role of each member.
- Then, craft a robust problem statement and team charter.
- Finally, create a draft agenda and Gantt Chart or timeline (select just one) for the first meeting of the team.

The paper should be well-written and meet the following requirements:

- Be four pages in length (excluding title page, reference list, and exhibits)
- The team charter, Draft Agenda, and Gantt Chart / timeline should be included as exhibits in the paper, but thoroughly discussed and justified in the body of the paper.
- Includes at least three references from the peer-reviewed articles. The CSU-Global Library is a good place to find peer-reviewed articles.
- Conforms to the CSU-Global Guide to Writing and APA

Module 6

Readings

- Chapters 8 & 9 in *Introduction to Healthcare Quality Management*
- Longo, J., & Hain, D. (2014). Bullying: A hidden threat to patient safety. *Nephrology Nursing Journal*, 41(2), 193-199.
- Gutberg, J., & Berta, W. (2017) Understanding middle manager's influence in implementing patient safety culture. *BMC Health Services Research*, 17(582), BMC Open Access. Retrieved from
- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5568200/pdf/12913_2017_Article_2533.pdf
- Reason, J. (2000). Human error: Models and management. *British Medical Journal*, 320(7237), 768-770. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1117770/>

Note: As you read this seminal reading by Reason, think about risk in terms of human factors versus system

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (95 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Wrong Site Surgery Memo

First, read the description of the wrong-site surgery event in Critical Concept 8.2 and the root causes identified by the team who conducted the RCA.

Then, conduct a literature review and Internet search for risk reduction strategies aimed at preventing wrong-site surgeries.

For this assignment, you will write a memo addressed to the Chief Nursing Officer. Explain and justify four to six specific strategies that would best prevent a similar event from occurring.

The memo should be well-written and meet the following requirements:

- Be two pages (single-spaced) in length **plus** a title page and a reference page
- Includes at least three references from the peer-reviewed articles. The CSU-Global Library is a good place to find peer-reviewed articles.
- Conforms to CSU-Global Guide to Writing and APA

Option #2: Failed Improvement Project Memo

First, read the failed improvement project discussed in the case study in chapter 9 of the textbook.

Then, conduct a literature review and Internet search for risk reduction strategies aimed at preventing and managing heel ulcerations.

For this assignment, you will write a brief memo addressed to the Chief Nursing Officer. In the memo, identify and discuss two or three specific process changes that could be implemented to achieve 80 to 90 percent reliability in preventing and managing heel ulcerations. Then identify and discuss two or three additional process changes that would be needed to reach 95 percent reliability. Finally, discuss how you would measure the effectiveness of the changes.

The memo should be well-written and meet the following requirements:

- Be two pages (single-spaced) in length **plus** a title page and a reference page
- Includes at least three references from the peer-reviewed articles. The CSU-Global Library is a good place to find peer-reviewed articles.
- Conforms to CSU-Global Guide to Writing and APA

Module 7

Readings

- Chapter 10 in *Introduction to Healthcare Quality Management*
- Armstrong, M. J., Rueda, J., Gronseth, G. S., & Mullins, C. D. (2017). Framework for enhancing clinical practice guidelines through continuous patient engagement. *Health Expectations*, 20(1), 3-10. doi:10.1111/hex.12467 Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/hex.12467/epdf>
- Glasziou, P., Ogrinc, G., & Goodman, S. (2011). Can evidence-based medicine and clinical quality improvement learn from each other? *BMJ Qual Saf*, 20(Suppl 1), i13ei17. doi:10.1136/bmjqs.2010.046524i13 Retrieved from http://qualitysafety.bmj.com/content/qhc/20/Suppl_1/i13.full.pdf
- Hain, D. J., & Kear, T. M. (2015). Using evidence-based practice to move beyond doing things the way we have always done them. *Nephrology Nursing Journal*, 42(1), 11-21.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Chapter 11 in *Introduction to Healthcare Quality Management*

- Arbab Kash, B., Spaulding, A., Johnson, C. E., & Gamm, L. (2014). Success factors for strategic change initiatives: A qualitative study of healthcare administrators' perspectives. *Journal of Healthcare Management*, 59(1), 65-81.
- Tschannen, D., Schoville, R., Schmidt, P., Buehler, K., Borst, S., & Flaherty-Robb, M. (2013). Communication practices among nurses in the acute care setting. *Journal of Communication in Healthcare*, 6(3), 171-179. doi:10.1179/1753807613Y.0000000037

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (325 points)

Choose one of the following three assignments to complete this week. Do not do every assignment. Identify your assignment choice in the title of your submission.

Option #1: Medical Errors

Meadowview hospital has recently experienced two sentinel events: a patient suicide and an incident of wrong-site surgery. Based on these events, the hospital administrators have determined that outside assistance is warranted.

You have been contracted to help Meadowview assess its organizational performance and develop a risk-management plan. Develop a presentation with speaker notes and recorded audio that would be delivered to the stakeholders of Meadowview Hospital.

Your presentation must address the following:

- Identify system factors that have influenced Meadowview's organizational performance.
- Select processes and techniques that can be used to investigate, prevent, and control these types of events now and in the future. Justify your selections.
- Recommend measures that can be used to assess the performance of the organization and the risk management plan in this area as it relates to patient safety and explain your rationale for each. Attach your proposed assessment and risk management plans as appendices to your presentation.

Your presentation should be well-written and meet the following requirements:

- Be 22 to 25 slides in length
- Includes speaker notes for each slide and record audio to accompany each slide.
- Includes at least six references from the peer-reviewed articles. The CSU-Global Library is a good place to find peer-reviewed articles.
- Conforms to CSU-Global Guide to Writing and APA

Option #2: Personal Improvement

Based on your individual desire to make a change in your lifestyle, you may choose this option. It requires that you determine what activity and what outcomes you would like to change.

It requires that you complete this option with the same academic rigor as either of the other two Portfolio Project choices. However, it does offer you the freedom to choose from a wide variety of topics, e.g. lack of sufficient sleep, weight loss, exercise increase, smoking cessation, and so on, using the same tools, methodologies and data collection, analysis and conclusions for an individual "real-world" performance improvement. In this choice, you are both the team leader and the subject!

You will submit a paper that completely describes an abbreviated (seven-week) Personal Improvement Project (PIP) using all of the relevant tools of quality management and performance improvement that have been covered in this course. This Portfolio choice is challenging as it requires considerable sustained effort on your part over the eight-week course schedule.

In writing this paper, you should consider and address (as necessary) the following:

- Identify, compare and contrast the environmental (system) factors that influence your individual performance.

- Establish a baseline measurement, intended outcome(s), and a planned intervention using the PDSA cycle of process improvement as your primary methodological tool.
- Collect and report systematic data using a reliable data collection tool over the course of your PIP, and report this information using one or more data displays.
- Identify, compare, and contrast the processes and techniques that can be used to investigate, monitor, and control this type of performance improvement now and in the future
- Identify, compare, and contrast the measures that can be used to assess your performance improvement and provide an individual risk management plan that supports the gains that you may have achieved in your PIP, i.e., how will you maintain the identified outcomes as initially defined in your PIP.

Your paper should be well-written and meet the following requirements:

- Be eight to ten pages in length
- Includes at least six references from the peer-reviewed articles. The CSU-Global Library is a good place to find peer-reviewed articles.
- Conforms to CSU-Global Guide to Writing and APA

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.