

Fall, 2014

NEW YORK CITY COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK

NURSING DEPARTMENT
B.S. IN NURSING

COURSE OUTLINE

COURSE CODE & TITLE: NUR 4080
COMMUNICATION AND BEHAVIOR IN
NURSING

PREREQUISITE: NUR 3010

CREDITS 3 CREDITS

TEXT:

Rollnick, S, Miller, W., Butler, C. (2007). *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. New York, Guilford Press

Online articles as listed below

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D. C.

COURSE DESCRIPTION:

This course builds on prior knowledge of psychological aspects of health and illness and nursing interventions in the prevention, response and management of potential and actual disease, injury and illness. The course focuses on developing expert communications skills when communicating with other health care providers, clients their families and when communicating professional information through writing, speaking, and professional presentations. Students will also develop understanding and competence in intervening in a wide array of cognitive, emotional, socio-cultural and behavioral states. Theories relating to communication, nursing, culture, motivation, and behavior are discussed.

COURSE OBJECTIVES:

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

1. Review selected theories of human interaction.
2. Develop an understanding of principles and techniques of effective communication-based intervention.
3. Develop skill in establishing and maintaining a helping relationship.
4. Identify the barriers to effective communication and intervention.
5. Review selected health teaching techniques.
6. Discuss individual, family, group and community perspectives on communication.

7. Discuss communication techniques effective with clients, families, groups, communities, inter-professional teams, and colleagues.
8. Demonstrate competence in verbal and non-verbal communication.
9. Identify and discuss processes involved in effective communication.
10. Identify elements of cultural influence in the use of language, communication, and behavioral intervention.

UNIT OBJECTIVES:

Unit I Communication principles and general guidelines

Define emotional, cognitive, attitudinal and behavioral aspects of communication and intervention

Describe the assessment process

Identify client communication related to anxiety

Discuss challenging communication situations

Discuss legal issues in communication, including confidentiality

Unit II Skill Development: Our self as the tool/ Learning about our self

Describe emotional intelligence

Discuss Communication theories including communication accommodation theory,

Conduct a self-assessment

Discuss reflection in practice

Recognize personal reactions to challenging interpersonal situations

Discuss intervention strategies with self

Unit III Relational Development

Discuss the context of patient-centered care communication

Describe how providing care is a relational activity

Review Watson's caring theory

Explain how caring is integral to nursing practice

Unit IV Intervention Strategies: Working with Anxiety

Discuss principles of intervention

Define anxiety

Describe critical listening techniques

Describe strategies for intervening with anxiety

Discuss mindfulness as a strategy

Unit V Intervention Strategies II: Focus on Health Issues

Describe solution focused brief intervention based on social constructionist philosophy

Discuss approaches to patient-centered teaching

Identify self care management approaches

Utilize health literacy principles

Identify interventions with challenging situations

Unit VI Intervention Strategies: Motivational Interviewing

Describe change theory

Discuss risk behaviors and behavioral change
Identify the components of change
Explain the stages of change
Recognize authoritarian versus patient-centered approaches
Discuss motivational interviewing principles, approaches, assessment and intervention
Demonstrate the use of motivational interviewing through a group skit

Unit VIII Focused Nurse-Patient Encounters
Discuss situations that are difficult for health care professionals
Describe communication in delivering bad news
Discuss communication in death and dying
Recognize issues involved in dementia and the use of restraints

Unit IX Lateral violence, professional relationships and assertive communication
Describe issues in lateral violence
Identify safety and other issues in professional communications and relationships
Identify communication issues in change of shift reports
Demonstrate use of SBAR (Situation Background Assessment Recommendation)
Distinguish passive and aggressive communications from assertive communication
Identify challenging professional work situations
Describe planning change in difficult situations

Unit X Consolidating the Learning and special topics
Use personal reflection
Demonstrate communication strategies
Provide feedback to classmates on communication assessments and strategies
Present special topics that may include limited English proficiency, cognitive impairments, discharge planning, sexuality, substance use, obesity, and pregnancy

TEACHING/LEARNING METHODS:

Lecture/ Discussion
Written Assignments and Reflective Journals
Blackboard discussions and on-line assignments
Small group discussion and practice
Multi-media
Use and completion of a skills list
Quizzes

Participation/Attendance/Punctuality

The class is conducted in a hybrid format. In person classes are held EVERY Wednesday from 4:15 to 5:30 pm and Saturdays October 18 and November 15 from 9 am to 12 noon at the NYU Sim center at Bellevue Hospital. Students are expected to be on time for the start of in-person classes. The remainder of the course will be online. Students are also expected to participate **actively** in class and online discussions through thoughtful posts in Bb. **Attendance and punctuality deficits will result in lost points.** Late posts are counted as lateness. Missing

posts will result in a grade of zero. Questions, comments and participation in discussion are expected.

Per College and Nursing Department policy, students may not miss more than 10% of in person class meetings.

Assignments:

1. **Reading:** The main course text is listed above. There will be NO specific assigned chapters, you are expected to complete the reading of the text by the end of the course. **The discussion articles are listed below. You may access these articles through the online library. Directions for accessing journal articles is posted on Bb under “course information.”**

2. **Journals:** Students will complete **seven bi-weekly journals** integrating theory focus for the given course period with their **current clinical practice**. The journals should include a description of a **recent** patient care or work colleague communication. The student will identify their own attitudes and beliefs influencing interactions with patients, patients’ family members or members of the interdisciplinary team. You should select an interaction in which **you were directly involved** as a nurse or historically as a nursing student and consider how you might modify and improve interventions based upon class content. Students should make use of the **“Communication Assessment and Intervention Checklist”**(see under **“course documents” on Bb**) when completing your journal. For interactions with patients, provide a brief patient description information to include age, gender and ethnicity and consider how these may impact your communication with the patient. Journals will be due by 9pm on the date indicated on the calendar. Note that the format for the first journal has a different focus, see the description immediately below:

For the **FIRST** journal, students will respond to the following questions:

- a. Describe your attitude, philosophy and approach to communicating with patients?
- b. Describe what you think is the most important aspect of communicating with a patient?
- c. What do find are your most challenging aspects of communicating with patients, families or colleagues?
- d. What would you most like to improve about your communication style and practice?

The journal should be uploaded through the appropriate link on Blackboard by 9 PM on the date indicated in the course calendar. You should record your journal in the field provided (DO NOT ATTACH A FILE); be sure to add your name, the number of the journal, e.g., journal I and the date. You should expect that your journal will be at least a half page single spaced. The course calendar is posted under “Course Information” on Bb. Note also that only the instructor and *not* other students will be able to view or respond to your journal.

- 3. Practice, videoed role-plays and Self-Evaluation:** All students will practice skills during the in-class meetings. Students will be expected to bring challenging patient care experiences to class meetings. On the two scheduled Saturdays each student will be paired with another student to complete **two** role-plays, e.g. you will be provided with patient care scenarios in which you will enact a nurse in one role-play and as a patient in the second role-play. The objective is to practice communication skills and concepts which have been presented in class. Immediately following the simulated role-plays, the class will view some of the recorded role-plays for class discussion. We'll ask for volunteers to allow us to watch your role-play. After the role play exercise, you will be provided with access to your own role play (ONLY the one where you played the nurse) to view and will then complete a self-evaluation by the date indicated in the calendar. The self-evaluation tool is posted on Bb under course documents. Note again that ONLY you and the instructor will have access to YOUR video.
- 4. Five weekly online discussions:** Students will be randomly assigned to 3 groups of X number of students in each group. Each student will choose (or be assigned) ONE article from the given discussion session (see topic and articles below) and will **post a brief summary and thoughtful reaction and commentary** about the chosen article. **Students are advised to discuss whether and how the content of the article applies to their practice.** This is to be completed by the assigned date as indicated in the calendar below at 9pm. By the following week by 9pm on the date below, you will post a response to at least one student OR you may make a general comment regarding all posts Your response to class mates posts should be respectful and thoughtful. You should endeavor to comment where you agree with the post but also where you may have a criticism or alternative perspective.

Grades for Discussion Posts and Response: The discussion forums will be graded (3 pts each). A post that indicates a thoughtful and substantial response is your guideline for a perfect grade. Posts that convey minimal effort or are missing components will lose points. Your response to others' posts will NOT be as lengthy.
- 5. Clinical and peer communication problem solving/essay:** You will be assigned individually, as a group OR as an entire class TWO communication issues in which you will comment and discuss your response and reaction. More than likely these will be posted in either the discussion board OR as a journal. The instructor will provide more detailed direction in the latter part of the class.
- 6. Quiz:** There will be one 20-point quiz on the **text, lectures and discussions**. You must complete the quiz in one attempt and you will have 40 minutes to complete the quiz within the time allotted. Students should acquaint themselves with College integrity standards. Any student found to share questions or answers with other students may be subject to discipline by the college. **See the calendar below for the quiz date.**
- 7. Final Paper:** This assignment is designed to help you reflect upon interactions with patients, patients' families, the interdisciplinary team, and colleagues. This assignment requires you to articulate how you have integrated what you have learned about various emotional, cognitive, motivational and other communication strategies. You will discuss actual interactions and the paper will be evaluated based on your thoughtful discussion.

Students will draw upon theories and models discussed during class **and** found in scholarly literature. Students will also specifically discuss skills from each domain, e.g., use of self, assessment, intervention and evaluation as noted in Skills Checklist.

The 5-7 page paper (excluding cover sheet and references) must be typed in 12 font double-spaced and written in a scholarly manner (i.e. different from your journal entries). Please provide a cover sheet and headings. When references are used, please follow APA (6th Ed.) guidelines for manuscript preparation.

Format for Assignment:

- a. Describe a difficult interaction you had with a patient, a patient's family member(s), another nurse, or member of the interdisciplinary team.
- b. Describe what you did well and support your assertions with citations of research and evidence based practice.
- c. Describe what you did not do well and support your assertions with citations of research and evidence based practice.
- d. Explain what you could have changed to make it effective.
- e. Use of APA format and integration of scholarly literature, skills checklist, theory and models presented in this course or from outside professional references.

Grading

Weekly Journals	21% (3 points per journal)
Discussion and Problem Solving	21% (3 points per posting and response)
Quiz	20%
Final Paper	20%
Self-Evaluation	10%
Attendance and Punctuality	8%
Total:	100%

Course Lecture Topics, Concepts, Skills, Competencies and Readings

Relational Caring and Development

Skills and Competencies:

1. Defines emotional intelligence
2. Articulates how to "develop rapport"
3. Identifies personal strengths and challenges
 - a. Increased awareness of use of self
 - b. Able to identify own feelings
 - c. Manages own feelings
 - d. Increased awareness of body language, facial expression, vocal tone and language quality
 - e. Increased awareness of personal communication styles
 - f. Increased awareness and sensitivity to power dynamics
4. Identifies and manages difference
5. Utilizes cultural humility
6. Distinguishes between behavioral communication and relational communication
7. Is able to multi-task and manage time

Assertive Communication

Skills and Competencies:

1. Identifies fears and challenges regarding assertion
2. Articulates the elements of active listening
3. Demonstrates negotiation skills
4. Demonstrates positive and constructive feedback
5. Demonstrates how to “push” and when to “pull back”
6. Demonstrates limit setting and boundaries
7. Articulates when to NOT intervene
8. Demonstrates artful interruption
9. Begins to exercise leadership

Required Readings:

Gray, B., Smith, P. (2009). Emotional labour and the clinical settings of nursing care: The perspectives of nurses in East London. *Nurse Education in Practice*, 9, 253–261. Y

Grandey, A. (2003). When the show must go on: surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of Management Journal* 46 (1), 86-96. N

Hartrick, G. (1997). Relational capacity: the foundation for interpersonal nursing practice. *Journal of Advanced Nursing*, 26, 523–528. Y

Locke, E., (2005). Why emotional intelligence is an invalid concept. *Journal of Organizational Behavior*. 26(4), 425-431. ?

McCabe, C., Timmins, F. (2003). Teaching assertiveness to undergraduate nursing students. *Nurse Education in Practice*, 3, 30–42. Y

Manolovich, M., DiCicco, B. (2007). Healthy work environments: Nurse-physician communication and health outcomes. *American Journal of Critical Care*, 16 (6), 536-543. Y

Grandey, A., Dickter, D., Hock-Pen, S. (2004). The customer is not always right: customer aggression and emotion regulation of service employees. *Journal of Organizational Behavior*, 25, 397-418. N

Smith, L., Taylor, B., Keys, A., Gornto, S. (1997). Nurse-patient boundaries: crossing the line. *American Journal of Nursing* 97(12), 27-32. Y

Basic Communication Skills (*posted in course documents*)

Nursing Communication Principles (*posted in course documents*)

You will be assigned a reading from the above and will post under Discussion I

Emotional Response to Illness: Stress and Coping

Skills and Competencies:

1. Assesses the patient's emotional state
2. Helps patient identify their own feelings
3. Helps the patient articulate their feelings
4. Articulates and demonstrates a response to patient emotions
5. Provides patient with an array of coping strategies
6. Uses silence
7. Helps the patient accept and normalize their feelings
8. Learns how to not worry about "saying the right thing"
9. Uses stress reduction techniques
 - a. Touch
 - b. Breathing
 - c. Guided meditation
 - d. Progress muscle relaxation
10. Patient teaching
11. Detachment
12. Identifies patient's strengths
13. Self Efficacy: a plan for success

Lazarus, R., Folkman, S. (1984), *Stress, Appraisal and Coping*. New York, N.Y. Springer Publishing Company Note that **two chapters** from this book are posted on Blackboard under course documents.

McCarthy, B. (2010). Family members of patients with cancer: what they know, how they know and what they want to know. *European Journal of Nursing* 1-14. Y

Bowles, N., Mackintosh, C., Torn, A. (2001). Nurses' communication skills: An evaluation of the impact of solution-focused communication training. *Journal of Advanced Nursing*, 36 (3), 347-354. Y

Giske, T., Gjengedal, E., (2007). Preparative waiting and coping theory with patients going through gastric diagnosis. *Journal of Advanced Nursing*. 57 (1), 87-94. Y

Karademas, E., Tsagaraki, A., Lambrou, N., (2009). Illness Acceptance, Hospitalization Stress and Subjective Health in a Sample of Chronic Patients Admitted to Hospital. *Journal of Health Psychology*. 14 (8), 1243-1250. Y

McAdam, J., Dracup, K., White, Fontaine, D., Puntillo, K., (2010). Symptom experiences of family members of intensive care unit patients at high risk of dying. *Critical Care Medicine*. 38 (4), 1078-1075 Y

You will be assigned a reading from the above and will post under Discussion II

Patients' Cognitive Capacities and Cognitive-Behavioral Interventions

Skills and Competencies:

1. Assesses the patient's learning needs
2. Identifies patient strengths
3. Helps the patient identify their cognitive "distortions"
4. Helps the patient challenge their thinking
5. Helps the patient re-frame
6. Helps nurse and patient "see the big picture"
7. Constructs an educational approach for the patient
8. Acknowledges new learning
9. Provides information
10. Repeats and reinforces information
11. Clarifies information
12. Validates information
13. Works towards efficacy with the patient
14. Helps the patient problem solve

Taylor, Renee, R. (2006). Cognitive behavioral therapy for chronic illness and disability. New York, NY, US: *Springer Science + Business Media*. Chapter 2: Overview of Cognitive Behavioral Therapy; Chapter 4: Introduction to Cognitive Behavior Therapy Techniques.

Kabat-Zinn, J. (2003). *Mindfulness-Based Intervention in Context: Past, Present and Future*. *Clinical Psychology*. 144-156. Y

Lorig, K., Holman, H. (2003). Self-management education: History, definition, outcomes, and mechanisms. *Annals of Behavioral Medicine*, 26 (1), 1-7. Y

Pieper, B., Sieggreen, M., Nordstron, C., Freeland, B., Kulwicki, P., Frattaroli, M., Sidor, D., Palleschi, M., Burns, J., Bednarski, D. (2007). Discharge knowledge and concerns of patients going home with a wound. *Journal of Wound Ostomy Continence Nursing* 34(3), 245-253. Y

Murray, A., Johnson, P., Wallis, M., Patterson, E., Griffiths, S. (2007) General surgical patients' perspectives of the adequacy and appropriateness of discharge planning to facilitate health decision-making at home. *Journal of Clinical Nursing* 1602-1609. Y

You will be assigned a reading from the above and will post under Discussion III

Motivational Interviewing

Skills and Competencies:

1. Identifies client motivational level
2. Establishes empathy
3. Identifies motivational intent
4. Articulates elements of Motivational Interviewing and FRAMES
5. Demonstrates motivational strategies e.g.,

- a. Communicating empathy
- b. Developing discrepancy
- c. Decision balance
- d. Rolling with resistance
- e. Supporting self-efficacy

Required Readings:

Burke, B., Arkowitz, H., Menchola, M. (2003). The Efficacy of Motivational Interviewing: A Meta-Analysis of Controlled Clinical Trials, *Journal of Consulting and Clinical Psychology*, 71 (5), 843-861.

Medley, A. R. & Powell, T. (2010). Motivational interviewing to promote self-awareness and engagement and rehabilitation following brain injury: A conceptual review. *Neuropsychological Rehabilitation*, 20 (4), 481-508. Y

Berra, K. (2010). Challenges of changing lifestyle risk for cardiovascular disease, *Journal of Cardiovascular Nursing*, 25 (3), 223-227. Y

Miller, S., Marolen, K., Beech, B. (2010). Perceptions of physical activity and *motivational interviewing* among rural African-American women with type 2 diabetes. *Women's Health Issues*. 20(1), 43-49. Y

Kammerer, J., Garry, G., Hartigan, M., Carter, B., Erlich, L. (2007). Adherence in Patients on Dialysis: Strategies for Success. *Nephrology Nursing Journal*, 34 (5), 479-486. Y

You will be assigned a reading from the above and will post under Discussion IV

Death, Dying and Loss

Skills and Competencies:

1. Assessing patient response to death, dying and loss
2. Our response to patient's context and experience
3. Identifying strategies: what do I say?

Physiological, Mechanical and Cognitive Barriers to Communication

1. Identifying the range of barriers that impair and complicate communication with patients
 - a. Mechanical barriers
 - b. Cognitive deficits
 - c. Comatose or mute patients
2. Differences in relational development
3. Communication strategies

Anger, Hostility and Belligerence

1. Our response to the hostile patient
2. Using assertive communication strategies

Sexuality

1. Why is it difficult to talk about sexuality?
2. Managing intimacy and boundaries
3. Gender, sexual orientation and difference
4. Is it my role to talk about these issues with patient?
5. How do I talk about these issues?

Required Readings:

Davis, C., Nolen-Hoeksema, S., Larson, J., (1998). Making sense of loss and benefitting from the experience: Two construals of meaning, *Journal of Personality and Social Psychology*, 75 (2), 561-574.

Wortman, C., Sliver, R. (1989). The myths of coping with loss. *Journal of Consulting and Clinical Psychology*, 57 (3), 349-57.

DeRoon-Cassini, T., DeSt.Aubin, E., Valvano, A., Hastings, J., Horn, P. (2009). Psychological well-being after spinal cord injury: Perception of loss and meaning making. *Rehabilitation Psychology*, 54 (3), 306-14. Y

Julkunen, J, Gustavsson-Lilius, M. & Hietanen, P. (2007). Anger expression, partner support, and quality of life in cancer patients. *Journal of Psychosomatic Research*, 66(2009), 235-244. Y

Smith, M., Hart, G. (1994). Nurses' responses to patient anger: from disconnecting to connecting. *Journal of Advanced Nursing*, 20, 643-651. Y

Thomas, S. (2003). Anger: the mismanaged emotion. *MEDSURG Nursing*, 12 (2), 103-110. Y

Hautamäki, K., Miettinen, M., Kellokumpu-Lehtinen, P., Pirjo, A., Lehto, J. (2007). Opening communication with cancer patients about sexuality-related issues. *Cancer Nursing*, 30 (5), 399-404. Y

Kosenko, K. A. (2010). Meanings and dilemmas of sexual safety and communication for transgender individuals. *Health Communication*, 25, 131-141. Y

Moore, A. & Higgins, A. (2009). Testicular cancer: Addressing the psychosexual issues. *British Journal of Nursing*, 18(19), 1182-1186. Y

Haboubi, N., Lincoln, N. (2003). Views of health professionals on discussing sexual issues with patients. *Disability and Rehabilitation*, 25 (6), 291-6. Y

You will be assigned a reading from the above and will post under Discussion V by November 9.

Grading Policy for all courses designated with the prefix NUR:

Grade	Definition	Quality Points (Index)
A	93–100%	4.0
A-	90-92.9%	3.7
B+	87-89.9%	3.3
B	83-86.9%	3.0
B-	80–82.9%	2.7
C+	77–79.9%	2.3
C	75–76.9%	2.0
D	60–74.9%	1.0
F	Below 60	0

REASONABLE ACCOMMODATION:

If you have a physical, psychological, medical or learning disability that may impact on your ability to carry out assigned course work, contact the staff in the Student Support Services office (SSS), Atrium Building, Room A 237, 718.260.5143. SSS will review your concerns and determine with you what accommodations are necessary and appropriate. All information and documentation of disability are confidential.

ACADEMIC INTEGRITY STANDARDS:

The Baccalaureate Program in Nursing adheres to the New York City College of Technology/CUNY Policy on Academic Integrity. This policy spells out in detail what constitutes Academic Dishonesty. All students are responsible for following this policy. This detailed policy can be found in the NYCCT 2007-2009 College Catalog (page 52) or on the College Website HYPERLINK "<http://www.citytech.cuny.edu>" www.citytech.cuny.edu (Two DVDs on Plagiarism are available in the NELL Lab)

New York City College of Technology Policy on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

ONLINE COMPONENT DESCRIPTION

The class will meet online for approximately half of the class time. The regular classroom hours are indicated in the schedule. The online portion of the class will meet in the virtual classroom, which is the asynchronous discussion board in Blackboard. Each student should plan on

visiting this area and the Announcements page at least three times a week during the course. You will also be expected to participate in the discussion board regularly. Each student is expected to participate in the discussion board regularly and respond to the discussion questions with solid thoughtful posts. LATE POSTS (beyond the posted deadlines) ARE COUNTED AS LATE ARRIVALS TO CLASS. ABSENT POSTS ARE ABSENCES FROM CLASS. Faculty will monitor Blackboard daily with faculty access through Blackboard email.

TECHNOLOGY PRE-REQUISITIES

Many nursing students have been using Blackboard and are familiar with the system. If you are new to Blackboard log into the beginners guide to Blackboard and take the student survey. Another option is to visit the open student lab in the General Building, sixth floor, room G 600. The phone number for the lab is (718) 254-8565. Below are the suggested minimum prerequisites that students should know/have for taking part in an online course.

You should have access to and be able to use the Netscape and/or Internet Explorer browsers. Internet Explorer works best with Blackboard. AOL users should maximize the Internet Explorer browser and minimize AOL.

You will need an email account and should be comfortable using it. The college provides an email account to all students

You need access to a computer with at least 256 MB RAM and an Internet connection via a 56 K modem or, ideally, the college T1 line or high speed access.

BLACKBOARD

The following is a brief overview of BlackBoard components:

ANNOUNCEMENTS is the entry point. Announcements tell you everything you might expect to hear at the beginning of a class if we were in a classroom. In our virtual classroom, you have to read the announcements each time you enter the course by logging on. I will be posting notices, assignments, and updates on a regular basis, so please check these announcements every day before class.

COURSE INFORMATION is where you'll find all the information that is given out on the first day of a course (course syllabus, grading policies, browsers, software and plug ins you will need for the course).

COMMUNICATION is where you'll find the tools for sending email to other members of the class and for participating in electronic discussions either with the class as a whole and within a smaller group.

DISCUSSION BOARD is where you'll be participating in our on line class and replying to your classmates' questions and comments.

EXTERNAL LINKS is where you'll find links to websites you will need for the course.

TOOLS is where you'll find tools for updating your personal information, creating your own Home Page (on this site), checking your grades, and exchanging word processing files with classmates and with me via the Digital Drop Box.

NET ETIQUETTE

All students will follow the Rules of Netiquette listed below with web site addresses for additional in-depth information:

The Rules of Netiquette (accessed from: The Rules of Netiquette web sites at: HYPERLINK "http://www.cisco.cc.tx.us/netiquette_rules.htm" http://www.cisco.cc.tx.us/netiquette_rules.htm, and at, HYPERLINK "<http://www.albion.com/netiquette/book/index.html>" \t "_top" <http://www.albion.com/netiquette/book/index.html>).

- Rule 1. Remember you are dealing with people.
 - It is not nice to hurt other people's feelings.
 - Never mail or post anything you wouldn't say to someone's face.
 - Never be offensive online.

- Rule 2. Adhere to the same standards of behavior online that you follow in real life.
 - Be ethical.
 - Act within the laws of society and cyberspace.

- Rule 3. Know where you are in cyberspace.
 - Netiquette varies from domain to domain.
 - Lurk before you leap.

- Rule 4. Respect other people's time and bandwidth.
 - Remember you are not the center of cyberspace
 - Post messages to the appropriate discussion group.
 - If you disagree with the premise of a particular discussion, don't waste the time and bandwidth of the members by telling them your personal opinions or by making personal attacks.

- Rule 5. Make yourself look good online.
 - Check grammar and spelling before you post.
 - Avoid using all caps (it looks like you're shouting).
 - Know what you're talking about and make sense.
 - Be pleasant and polite.

- Rule 6. Share expert knowledge.
 - Offer answers and help to people who ask questions on discussion groups.
 - Summarize and think through your responses before posting a summary to the discussion group.

- Rule 7. Help keep flame wars under control.
 - Don't respond to flame-bait.
 - Don't post spelling or grammar flames.
 - If you've posted flame-bait or perpetuated a flame war, apologize.

- Rule 8. Respect other people's privacy.

- Don't post any personal information about yourself or about others.

Rule 9. Don't abuse your power.

- The more power you have, the more important it is that you use it well.

Rule 10. Be forgiving of other people's mistakes.

- Remember you were a network newbie once too!

Additional comments on use of online discussions:

For private communication with instructor use email not discussion board.

Use the formal rules of English when communicating online.