

## Impact of Disaster

COURSE NUMBER: EXT 465

QUARTER/YEAR: Spring

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*NOTE: This course is entirely web-based, meaning that we will only 'meet' and interact at the website:*

<http://courses.wwu.edu/>

**Welcome**... to the on-line Blackboard classroom for **EXT 465, Impact of Disaster**. This course is a web-based class. For information about registering and 'logging on' to this course, or to find out more about other courses in the program, contact the office of Extended Education and Summer Programs at (360) 650-3650.

This course is worth **4** credits, so you should expect to devote about 2-3 hours per credit each week to reading, completing assignments, and participating on-line. The on-line format is designed to allow greater flexibility among the schedules of all participants. There is definitely not less work or time commitment, but we can all interact without needing to be in the same physical space at the same time each week.

**\*\*NOTE:** See course Syllabus for further information

**Impact of Disaster**

**Instructor:** Julie A. Jervis, M.D.

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**Course Description:** Investigates the impact and consequences of posttraumatic stress on victims, families, emergency workers, and community members resulting from natural disasters, human-made emergencies, or societal violence. Readings and discussion will center on psychological, physiological, biological, social and behavioral reactions to emergencies with an emphasis on risk factors, social support systems, crisis intervention and treatment. This course will examine the effectiveness of programs designed to prevent or mitigate mental health problems.

**Learning Objectives:**

1. To understand the nature and impact of traumatic stress and psychotraumatology
2. To understand risk factors related to post traumatic stress
3. To understand the "ripple effect" of traumatic stress on victims, families, emergency workers and community members
4. To explore and understand psychological reactions to *different types* of disasters
5. To understand the importance of accurately assessing post traumatic reactions in those impacted by disasters, along with appropriate corresponding treatment options
6. To develop a knowledge of programs and resources designed to mitigate the impacts of traumatic incidents on primary and secondary victims
7. To develop a basic understanding (or advanced understanding depending on the student's current skill level), of the options available for assisting those impacted by disaster
8. To understand principles related to Critical Incident Stress Management

**Knowledge, Skills, and Abilities Acquired:**

1. Define disaster and discuss the different types of disasters
2. Explore evolution of psychotraumatology and the field of disaster response
3. Evaluate traumatic stress as a consequence of emergency and disaster response
4. Examine Posttraumatic Stress Disorder (PTSD)
5. Identify psychological risks related to disaster
6. Discuss the "Ripple Effect" and its effects on different types of disasters
7. Examine impact differences and similarities associated with each type of disaster, and the different types of psychological responses to each
8. Discuss the role of mental health following a disaster
9. Examine stress reactions and trauma related to disaster survivors
10. Explore factors that lead to varied reactions from survivors
11. Differentiate between Acute Stress Disorder and Posttraumatic Stress Disorder (PTSD)
12. Discuss locations where mental health providers may be called upon to offer services following a disaster, and in the evolving stages of the disaster
13. Explore issues related to providing mental health services to different populations

14. Examine the impact of disasters on rescue workers and their common stress reactions
15. Discuss occupational hazards of disaster workers
16. Examine Critical Incident Stress Management (CISM) strategies
17. Explain and review the debriefing process
18. Discuss the consulting phases
19. Evaluate recommendations for team managers
20. Discuss agency collaboration and disaster coordination strategies

### **Outcomes Measured By:**

1. Weekly question, answer and discussion periods
2. Weekly written assignments
3. Course project paper
4. Course project presentation
5. Final week summary discussion and written assignment on the major points of the course

### **Required Text and Materials:**

- Psychological Support in Disasters: Facilitating Psychological Support for Catastrophic Events, Jervis, Davis, and Davis, 2005. The ISBN number is 1-889315-87-7.
- Critical Incident Stress Management: A New Era in Standard of Care in Crisis Intervention, 2nd Edition, Everly & Mitchell, 1999. The ISBN number is 1-883581-16-8.
- Disaster Mental Health Services: A Guidebook for Clinicians and Administrators, Young, Ford, Ruzek, Friedman, & Gusman, published by The National Center for Post-Traumatic Stress Disorder Education and Clinical Laboratory. This guidebook is available online at [www.ncptsd.org/treatment/disaster](http://www.ncptsd.org/treatment/disaster).
- The Post-Traumatic Stress Disorder Sourcebook: A Guide to Healing, Recovery, and Growth, Schiraldi, 2000. The ISBN number is 0-7373-0265-8.

**Additional Reading:** Several additional readings are assigned for this course, in the form of journal articles, websites and other materials. All are available via direct download, and links will be provided on the Blackboard course website.

### **Recommended, Optional Reading:**

- Innovations in Disaster and Trauma Psychology, Volume Two: Critical Incident Stress Management (CISM): A New Era and Standard of Care in Crisis Intervention, Everly & Mitchell, 1999.

**Course Format:** This course is designed exclusively for Internet delivery. As such, it is formatted in a way that best facilitates student learning. Weekly discussion questions, combined with reading assignments, individual research activities, and a final cumulative project and final summary discussion will enable students to fully examine the course materials.

**Student Requirements:** Students are required to maintain active participation in this course by participating in weekly discussion board assignments as well as by meeting project deadlines. Students are expected to communicate effectively with the instructor as well. Nearly any problem can be solved,

as long as it is brought to the attention of the instructor in a timely manner. If you are having difficulty in the course, are confused about something, or just need clarification, please let the instructor know right away. It's easy to fall behind in a course such as this, so your instructor will try to do whatever is necessary to help you keep up.

**Readings and weekly writing assignments:** See course overview below for specific assignments.

Weekly assignment policies are as follows:

- Weekly discussion questions will be due by the last day of every week (Sunday) and can be found in the weekly learning modules as the "Written Assignments" as part of the discussion board, as well as in this syllabus.
- **You are expected to participate fully in each week's discussion, by posting an original entry of at least 100 words and responding to at least two other student's posts with at least 30 words each.**
- You are expected to write at a collegiate level, using proper grammar and spelling.
- If you post assignments late or incomplete, you receive partial credit. Weekly assignments will only be accepted up to 3 days after the Sunday deadline (that's Wednesday of each week). After that time, the discussion boards will be "locked" and no further posts will be accepted on the topic.
- Students are encouraged to watch for current events that relate to emergency management and post relevant material on the discussion board in the designated thread. Up to 3 points of extra credit may be given for this!

**Writing Guidelines:** All papers submitted must include a title page (with your name), utilize page numbers, have 1" margins, use 12 point Times or Times Roman font, and be double spaced. Please see the University's Writing Center at <http://www.acadweb.wvu.edu/writepro> if you need guidance.

**Late papers:** Late papers will be subject to an automatic 10% grade reduction unless arrangements are made beforehand with the instructor or extenuating circumstances exist. A very narrow definition of extenuating circumstances will be used however, so don't turn your paper in late and assume your excuse will be accepted.

**Portfolio Projects:** The Course Project (see below) will be included in the student certificate portfolio.

**Course Project:** The course project consists of a research paper, and a presentation to your classmates. Each student will choose a disaster with which they are familiar in which there was extensive impact. The disaster can be natural, man-made, or a violent incident. Students are to assume they have been asked to coordinate the post-disaster mental health response for all direct victims and their families, emergency responders and their families, and community members. In order to accomplish this task, you will need to:

- Research as much as you can about the disaster – a luxury you will rarely have in the course of a real event!
- Develop a strategy for assessing mental health needs
- Develop a plan for addressing the identified needs
- Determine where the mental health workers will be located for helping all who need mental health care
- Design an appropriate follow-up plan

- Evaluate the mental health care that was provided in the real disaster and look for strengths and weaknesses of that care – discuss this in your project, and make your strategy better!

You will need to be able to answer several critical questions in order to complete this project:

1. Who are the impacted populations?
2. How extensive is the need?
3. How will the needs be assessed?
4. Where will the resources come from that you require to meet the needs?
5. Who should meet the identified needs?
6. What is the "Ripple Effect" of the disaster as it relates to the populations you are being asked to serve?
7. Who will work with you in order to accomplish your tasks?
8. How much will it cost to provide the intervention you propose?
9. Who will pay for the intervention?
10. What post-disaster services/programs will you recommend for the populations you are serving?
11. What prevention services/programs would you recommend to others so that they can be effective in future events?

You will need to identify in your paper: references (including websites), resources, programs, and other materials you accessed to complete your project for the benefit of your classmates.

I will be happy to provide suggestions, assist you in your selection, or discuss any questions you might have throughout the quarter. Please feel free to contact me as needed. You may also present drafts or outlines for comment at any time. Drafts and outlines do not have to be turned in for credit.

**Your paper is due the first day of Week 9!** You may turn your paper in prior to week 9.

**Presentation on Your Paper:** The presentation is not optional. I will schedule the presentations during week 9 and 10. You must present your findings using any or all of the following: PowerPoint, charts, figures, video (sparingly and if approved beforehand), and any other forms of electronic media. You may use special effects and color photos, but they cannot substitute for content and substance – they are only to be used to emphasize your points.

### **Grading:**

20% - Weekly question and answer and discussion periods (approximately 1 hour) @ 2 points per week	
20% - Weekly written assignments @ 2 points per week	
50% - Course project paper	
10 % - Course project presentation	
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Total	100%

**Grading Guidelines:**

95 - 100 = A

93 - 94 = A-

90 - 92 = B+

87 - 89 = B

85 - 86 = B-

82 - 84 = C+

79 - 81 = C

77 - 78 = C-

74 - 76 = D+

71 - 73 = D

69 - 70 = D-

68 = F

**Course Evaluation:**

WWU Extension Services has established a policy that all courses and instructors are evaluated quarterly. To facilitate this process, WWU Testing Center has developed a secure website on which this evaluation takes place. The evaluation document used speaks specifically to the on-line educational process and experience. You will be provided with a URL for the course evaluation near the end of the term.

WWU Testing Center compiles the evaluation information and disseminates the report after grades have been submitted. Your participation in this evaluation process is strongly encouraged and your identity will not be given to your instructor.

**Incompletes:**

A grade of K (incomplete) may be assigned only upon request of the student and agreement of the course instructor.

To receive a K (incomplete) you must obtain a contract form from the instructor and negotiate a formal agreement with the course instructor specifying the work done and the remaining work needed to complete the course and earn a grade.

You are encouraged to complete the work agreed upon during the next quarter. If a final grade has not been submitted after one year, the K automatically reverts to a failing grade (Z).

For additional information regarding incompletes, please the official university bulletin.

**Course Schedule:** \* NOTE: 'tentative' schedule – subject to revision with advance notice

**Week 1 – Apr 3-Apr 8**

**Topic:** Introductions, Overview of Material, and Course Expectations

**Reading Assignments:**

1. Jervis – Ch. 1
2. Everly – Preface through Ch. 2
3. *Disaster Mental Health Services* – p. 1-3
4. Schiraldi – Ch. 1, Appendix 1

**Video Assignment:**

Disaster Psychology

**Introductions:**

Post your introduction on the discussion board. Include where you live, what you do for a living, previous educational background, and anything else you would like to share. Also state your goals and expectations for this course.

**Written Assignments:**

1. What is your personal knowledge currently related to the topic of psychotraumatology and disaster response?
2. What are at least 2 factors that influence how a person responds to a disaster?
3. Do you think Everly's Two-Factor Formulation of Posttraumatic Stress adequately addresses arousal problems following a disaster? Defend your answer.
4. Do you think primary victims of a disaster and emergency responders experience similar stressors? If so, in what way? If not, explain your reasoning.
5. Considering the "Ripple Effect," how extensive were the ripples from September 11, 2001? List as many areas of impact as you can. How do you think the impact from 9-11 compares to that of Hurricane Katrina (8-2005)?

**Goals/Discussion:**

1. Instructor and student expectations
2. Student goals for course – what do you want to get out of this course?
3. Define disaster
4. Explore evolution of psychotraumatology and the field of disaster response
5. Evaluate traumatic stress as a consequence of emergency and disaster response
6. Examine Posttraumatic Stress Disorder (PTSD)
7. Identify psychological risks related to disaster
8. Discuss the "Ripple Effect"

**Week 2 – Apr 9-15**

**Topic:** Disaster Types – Natural, Human-Made Emergencies, Societal Violence

**Reading Assignments:**

1. Jervis, Ch. 2, 3
2. Everly, Ch. 11
3. Schiraldi, Ch. 2, 3
4. Web readings:  
<http://www.trauma-pages.com>  
[http://www.redcross.org/services/disaster/0,1082,0\\_500\\_,00.html](http://www.redcross.org/services/disaster/0,1082,0_500_,00.html)

<http://www.nyc.gov/html/doh/html/wtc/index.html> (Look over site and read the "FAQ" section, and in the "Reports" section, read the most current report for each heading)

[http://www.ncptsd.org/facts/disasters/fs\\_resources.html](http://www.ncptsd.org/facts/disasters/fs_resources.html)

<http://www.colorado.edu/hazards/resources/sites.html> (Select related articles from this site)

<http://www.fema.gov/library/dizandemer.shtm> (Read the first 3 selections under "Disaster Information")

<http://www.aaets.org/arts/art4.htm>

**Written Assignments:**

1. What are the major types of disasters? Do you think one is more impactful than another? Defend your answer.
2. What are at least two similar posttraumatic reactive symptoms victims may experience regardless of the type of disaster they are exposed to?
3. Do you think there is a difference in the psychotrauma victims experience after a natural disaster (such as Hurricane Katrina) as opposed to a man-made violent disaster (such as the 9-11 events)? Tell us why.
4. Do you think emergency responders are more impacted by a natural disaster (such as Mt. Saint Helen's eruption) or a man-made technological disaster (such as an airliner crash)? Defend your answer.

**Goals/Discussion:**

1. Discuss types of disasters
2. Examine impact differences and similarities associated with each type of disaster
3. Evaluate psychological response as it relates to different types of disasters
4. Discuss the "Ripple Effect" as it relates to different types of disasters

**Week 3 – Apr 16-22**

**Topic:** Administrative Tasks Related to Disasters:

Overview of mental health services, emergency and early post-impact tasks, restoration and key characteristics and helpful behaviors of disaster mental health workers

**Reading Assignments:**

1. Jervis, Ch. 10, 11
2. *Disaster Mental Health Services*, p. 4-12
3. Schiraldi, Ch. 4, Appendix 5
4. Web readings:  
<http://www.apa.org/practice/drnguide.html>

**Written Assignments:**

1. What are at least 2 primary objectives mental health workers have following a disaster?
2. Do you think mental health workers provide largely the same types of services when involved in disaster relief? Defend your answer.
3. What are several unique challenges mental health workers face in providing disaster assistance?
4. What disaster relief phases do mental health professionals go through following a disaster according to Young et al in *Disaster Mental Health Services*?
5. What are several characteristics and behaviors observed to be helpful in disaster relief mental health workers?

**Goals/Discussion:**

1. Discuss the role of mental health following a disaster
2. Examine atypical clinical and administrative services required by mental health professionals
3. Evaluate characteristics of mental health workers that are most effective in disaster response
4. Discuss behaviors of mental health workers that are helpful and those which can be harmful

**Week 4 – Apr 23-29**

**Topic:** The Nature and Impact of Traumatic Stress and Posttraumatic Stress Disorder (PTSD) as it Relates to Disaster Survivors

**Reading Assignments:**

1. Jervis, Ch. 4, 5, 6
2. *Disaster Mental Health Services*, p. 13-28
3. Schiraldi, Ch. 5, Appendix 9
4. Web readings:  
[http://www.ncptsd.va.gov/facts/disasters/fs\\_children\\_disaster.html](http://www.ncptsd.va.gov/facts/disasters/fs_children_disaster.html)  
[http://www.ncptsd.va.gov/facts/disasters/fs\\_working\\_disaster.html](http://www.ncptsd.va.gov/facts/disasters/fs_working_disaster.html)  
<http://www.psychologymatters.org/ptsd.html>  
[http://www.ncptsd.org/facts/disasters/fs\\_helping\\_survivors.html](http://www.ncptsd.org/facts/disasters/fs_helping_survivors.html)  
[http://www.ncptsd.org/facts/disasters/fs\\_phases\\_disaster.html](http://www.ncptsd.org/facts/disasters/fs_phases_disaster.html)

**Video Assignment:**

Psychotraumatology

**Written Assignments:**

1. Why is it important to assess individual differences before providing disaster relief mental health services?
2. What are several risk factors that may impact the way an individual reacts following a disaster?
3. What are several factors to consider for triage assessment?
4. What are common emotional, physical, cognitive, and interpersonal reactions survivors experience following a disaster? Name at least 3 for each and identify why you think they may be experiencing those particular reactions.
5. What are the 4 phases of recovering according to Young et al in *Disaster Mental Health Services*? Explain what each phase represents.

**Goals/Discussion:**

1. Examine stress reactions and trauma related to disaster survivors
2. Explore factors that lead to varied reactions from survivors
3. Assess implications of an accurate assessment of survivor reactions
4. Discuss factors associated with survivor stress
5. Explore common reactions to disaster
6. Examine the phases of recovery
7. Differentiate between Acute Stress Disorder and Posttraumatic Stress Disorder (PTSD)

## **Week 5 – Apr 30-May 6**

**Topic:** Overview of Helping Interventions:

When, Where, and With Whom

Considerations of Specific Populations: Phases of Assistance, Risk Factors, Social Support Systems, Crisis Intervention, and Treatment

### **Reading Assignments:**

1. Jervis, Appendix A
2. Everly, Ch. 3
3. *Disaster Mental Health Services*, p. 29-107
4. Schiraldi, Ch. 6
5. Web readings:  
[http://www.ncptsd.va.gov/facts/disasters/fs\\_substance\\_disaster.html](http://www.ncptsd.va.gov/facts/disasters/fs_substance_disaster.html)  
<http://childadvocate.net/disaster.htm>

### **Written Assignments:**

1. Discuss 3 issues concerning mental health services for different populations. Explain the populations you are addressing.
2. What are the differences and similarities (if any) between Acute Stress Disorder and Posttraumatic Stress Disorder (PTSD)?
3. Discuss the various phases of intervention.
4. Is it ever appropriate NOT to provide mental health services? Defend your answer. When IS it appropriate to provide mental health services?

### **Goals/Discussion:**

1. Examine when it is appropriate to provide mental health services
2. Discuss locations where mental health providers may be called upon to offer services following a disaster
3. Explore issues related to providing mental health services to different populations
4. Discuss phases of intervention

## **Week 6 – May 7-13**

**Topic:** Overview of helping "The Helpers"

### **Reading Assignments:**

1. Jervis, Ch. 7
2. *Disaster Mental Health Services*, p. 108-112
3. Everly, Ch. 4, 11, & 12
4. Web readings:  
[http://www.ncptsd.va.gov/facts/disasters/fs\\_rescue\\_workers.html](http://www.ncptsd.va.gov/facts/disasters/fs_rescue_workers.html)  
<http://www.trauma-pages.com/arcwrk.htm>  
<http://www.trauma-pages.com/arcwkfm.htm>

### **Written Assignments:**

1. Why do you think it is difficult for many rescue workers to admit that they are adversely affected by disaster stress?
2. What are several risk factors that may impact the way a rescue worker reacts following a disaster?
3. What psychological problems can result from disaster experiences?
4. Who is at greatest risk of experiencing severe stress symptoms?
5. What are several ways responders can manage stress effectively?

**Goals/Discussion:**

1. Examine the impact of disasters on rescue workers
2. Discuss common stress reactions observed in rescue workers
3. Examine how workers can balance positive and negative experiences in providing disaster assistance
4. Discuss occupational hazards of disaster workers
5. Examine personal/situation stressors
6. Explore the different types of emergency workers
7. Examine the "culture" of rescue workers

**Week 7 – May 14-20****Topic:** Strategies for Defusing and Debriefing Disaster Helpers and Victims**Reading Assignments:**

1. Jervis, Ch. 8
2. *Disaster Mental Health Services*, p. 115-133 and 135-137
3. Everly, Ch. 7-10
4. Web readings:  
<http://www.icisf.org/articles/ Acrobat%20Documents/TerrorismIncident/DebriefingDebriefersDisaster.html> (If you can't pull up the article this way, go to <http://www.icisf.org/articles/> and scroll through the articles and click on "Bringing Your Debriefers Home After A Disaster: Debriefing the Debriefers")  
<http://www.icisf.org/articles/ Acrobat%20Documents/The%20Debriefing%20Controversy.pdf>

**Written Assignments:**

1. According to Everly, what is the primary rationale for CISM programs?
2. What are the major sources of stress for long-term disaster workers?
3. According to Everly, what are the major criteria for a CISD to take place?
4. What are the 7 steps involved in Everly's CISD?
5. What are the major issues involved in the "Debriefing Controversy?" (last listed website reading assignment) What is your opinion about the criticisms that have been made about CISM?

**Goals/Discussion:**

1. Examine Critical Incident Stress Management (CISM) strategies
2. Discuss the controversy about the use of CISM after disasters
3. Explain and review the debriefing process
4. Evaluate when CISM is most effective
5. Examine disaster mental health work strategies for self-care and stress management

**Week 8 – May 21-27****Topic:** Guidelines for Consulting with Command Staff and Rescue Team Managers at the Scene of Operation**Reading Assignments:**

1. Jervis, Ch. 9
2. *Disaster Mental Health Services*, p. 113-114, 124-129, and 138-151
3. Web readings:  
<http://www.icisf.org/ Acrobat%20Documents/TerrorismIncident/AgcyCoord.pdf> (If you

can't reach this site, go to [http://www.vaonline.org/doc\\_cism.html](http://www.vaonline.org/doc_cism.html) and scroll down the list and click on "Coordination of Mental Health and Community Agencies in Disaster Response" by Christine Bowenkamp).

**Written Assignments:**

1. Why is it important for mental health consultants to develop rapport with the command staff on scene?
2. What are the 5 phases of consultation? Discuss the importance of each.
3. What are the primary suggestions for team managers recommended by FEMA?
4. Bowenkamp identifies several problems that arise if there is not good interagency coordination. What are they?
5. What are the interagency challenges to long-term needs for disaster relief?

**Goals/Discussion:**

1. Discuss the consulting phases
2. Evaluate recommendations for team managers
3. Discuss agency collaboration
4. Examine disaster coordination strategies

**Week 9 – May 28-June 3**

**Topic:** Course Projects

**Assignment:** Presentation of course projects followed by discussion

**Week 10 – June 4-10**

**Topic:** Course Projects and course summary

**Assignments:** Presentation of course projects followed by discussion

**Written Assignments: Course Summary**

1. Summarize the role of mental health in disasters.
2. How will mental health best be incorporated into emergency plans?
3. In your opinion, where should mental health workers be located when (or directly after) disaster strikes? You may discuss as many locations as you feel are needed. Please also discuss any changes needed in mental health workers' locations as the disaster evolves.

**Goals/Discussion:**

1. Summarize the main points YOU learned
2. Discuss Acute Stress versus PTSD
3. Explain debriefings
4. What populations need mental health care in a disaster?
5. How do you work with the command staff on the disaster scene?
6. Discuss the types of disaster and their psychological impact
7. Do YOU believe that mental health issues in a disaster can be effectively mitigated? Explain

## ACADEMIC DISHONESTY POLICY AND PROCEDURE

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### 1. Policy

Western Washington University students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. Honesty is essential to learning. Without it, fair evaluation for all is impossible. Academic integrity is demanded, and academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or thoughts of others, nor shall they be a party to such claims. It is the instructor's responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor's judgment, has occurred.

### 2. Academic Dishonesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means. Academic dishonesty compromises the instructor's ability to fairly evaluate a student's work or achievement. **It includes, but is not limited to, the following:**

- (a) Giving unauthorized information to another student or receiving unauthorized information from another student during any type of assignment or test.
- (b) Obtaining or providing without authorization questions or answers prior to the time of an assignment or test.
- (c) Using unauthorized sources for answers during any assignment or test.
- (d) Asking or arranging for another person to complete an assignment or take a test in one's place.
- (e) Giving or receiving answers by use of signals during a test.
- (f) Altering answers on a scored test and submitting it for a higher grade.
- (g) Collaborating with others in a required assignment without the approval of the instructor.
- (h) Stealing class assignments or portions of assignments, including electronic files, and submitting them as one's own.
- (i) Not crediting participants for their part in a group project or claiming credit for work not done on a group project.
- (j) Plagiarism, which is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgment. Examples include, but are not limited to:
  - (1) Using another person's written or spoken words without complete and proper citation.
  - (2) Using information from a World Wide Web site, CD-ROM or other electronic source without complete and proper citation.
  - (3) Using statistics, graphs, charts and facts without acknowledging their source.
  - (4) Submitting a paper purchased from a term-paper service.
  - (5) Paraphrasing, which is imitating someone else's argument using other words without acknowledging the source.
  - (6) Claiming credit for someone else's artistic work, such as a drawing, script, musical composition or arrangement.
  - (7) Using someone else's lab report as a source of data or results.
  - (8) Using one's own or substantially similar work, produced in connection with one course, to fulfill a requirement in another course without prior permission. A student may use the same or substantially the same work for assignments in two or more courses only with written permission from the instructors of all the classes involved.

### 3. Procedures

(a) An instructor suspecting an act of academic dishonesty shall discuss the matter thoroughly with the student involved.

Arrangements for this discussion shall be made by the instructor within ten (10) class days after discovering the alleged violation. In the event the student is absent from campus, the instructor shall attempt to contact the student in writing at the most recent permanent address available in the Office of the Registrar. If the incident occurs at the end of a quarter, the instructor within ten (10) class days of the beginning of the following quarter or within a reasonable time thereafter the instructor shall arrange to discuss the matter with the student.

Should the instructor be unable to contact the student to discuss the incident in question before final grades are due, the instructor shall submit a grade of X with a note to the registrar. The registrar shall in turn inform the student of his/her responsibility to contact the instructor and refer the student to the section of the General Catalog addressing "Student Rights and Responsibilities." Should the student not respond to the faculty member or respective department chairperson by the 10th day of the next academic quarter, not including summer, the grade will be changed to an F.

During the discussion between the instructor and student, the student may be asked to explain his or her thought process and the sources of information, ideas, data, or calculations presented in the work under dispute. Failure to give an adequate explanation can influence the instructor's decision.

Following this discussion, the instructor shall determine whether or not an act of academic dishonesty has occurred, and if so, whether it is a minor or major violation. If in the instructor's judgment there has been a minor violation, in which the offenses are either purely technical in nature or the instructor does not perceive an intent to deceive and/or achieve an academic advantage, the instructor shall, according to his or her professional judgment, proceed in one or more of the following ways:

- Explain or clarify the standards of the assignment and ask the student to redo it.
- Issue the student a written warning and give the student a zero on the assignment in question.

If in the instructor's judgment there has been a major violation, in which the offenses include a substantial misrepresentation and/or apparent intent to deceive and gain an academic advantage, the instructor shall assign a grade of F for the course and notify the Vice President for Academic Affairs and the Registrar. The instructor should write a brief account summarizing the evidence for the finding of a major violation. This should be sent to the Registrar with copies to the department chair and the student. A record of the violation is maintained in the Office of the Vice President for Academic Affairs and the Office of the Registrar. Repeated acts of academic dishonesty shall make a student subject to disciplinary action – including possible dismissal – through the "Student Rights and Responsibilities Code," available from the Office of Student Life.

No student shall be allowed to withdraw from a course or from the University to avoid receiving a failing grade based upon academic dishonesty.

(b) Appeal: A student who receives an "F" grade for academic dishonesty and who feels wrongly accused by an instructor may appeal to the dean of the school or college involved. The appeal must be lodged within ten (10) class days of receiving notice of the instructor's decision, and if not, any right of appeal is deemed waived. The dean shall make a decision based on the merits of the case. The reasons for the decision shall be in writing and shall be given to both the student and the instructor within ten (10) class days of receiving the appeal.

Either side may appeal a decision of the dean to the Student Academic Grievance Board and from the Board to the Vice President for Academic Affairs, whose decision is final. Procedures followed

shall be those provided in the "Student Academic Grievance Policy and Procedures" (Section B, Appeal to the Board), which is printed in Appendix F of the University's General Catalog.

Reprinted from Western Washington University's General Catalog.

**Grade reports:** WWU does not mail grade reports to students at the end of the quarter. You will need your WWU Student ID # to access this information from WWU's website. It begins with a W and is followed by eight numbers; i.e., W12345678. This number is the only way to access your records at Western Washington University

If you do not know your WWU Student ID #, please call the Registrar's Office at 360-650-3432. They will ask you for your name, including middle initial; social security #, and birth date to look up your WWU ID#.

To view your academic record on the web:

- Work prior to Fall 1984 will not be on the Web.
- Use mouse to move from field to field, *not* Enter/Return (this will automatically exit)
  1. Go to [www.wwu.edu/web4u](http://www.wwu.edu/web4u)
  2. Enter WWU ID#, (make sure W is capitalized), e.g. W12345678
  3. Enter six digit PIN, which is one of the following: the first six digits of your Social Security # . Or if you are a Canadian Citizen your birth date in six digit format. If neither of these work call 360-650-3432. Instructions are available for changing your PIN see instructions under NOTE.
  4. Click on "Student Services & Financial Aid"
  5. Click on "Student Records"
  6. Click on "Academic History" If you have a money hold, you will not be able to view academic history and will need to view the "Final Grades" option. If you need a printed copy of your grades reflecting your name, the "Academic History: is the option you should choose.

NOTE: These records are for the student's use only. For use in employment or other academic institutions, these copies *will not* be accepted. i.e., WWU Placement Office will not accept these copies. Also note that there is an option to change pin. Instead of clicking on student "Student Records" click on the "Personal Information" option.

**If you can not gain access to the web—use the following phone number. Dial 360 650-RSVP.**

- 1) Choose 4—Grading information
- 2) Choose 1—Review Grades
- 3) Enter your student number—This is your nine-digit student number that begins with a W. Do not enter the W but rather the 8 numerical digits. Example: For student number W12345678, you would enter 12345678.
- 4) Enter personal identification number (pin). See clues about pins on number 3 above.
- 5) Select grading term. You will be prompted. Grades, quarter g.p.a, cumulative g.p.a. and academic standing will be relayed.

Note: Quarterly grades are posted once a quarter. Grades are not considered final until the Thursday after the end of the quarter. Instructors often make changes during grade entry.