Vaccine Hesitancy: Towards Effective Communication

PHR5410 Spring 2022

# Course overview

## Instructor

**Cynthia Canan, Ph.D.**

Email address: canan.20@osu.edu

Student hours: Wednesdays 2:00pm – 3:00pm plus additional hours listed in Carmen Calendar

* Meetings will occur using Dr. Canan’s Zoom: <https://osu.zoom.us/my/cynthiacanan>
	+ Passcode: 534014

Preferred means of communication:

* My preferred method of communication for questions is **email.**
* My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course description

Vaccines are among the most significant achievements in modern medicine, providing a safe and highly effective means to prevent disease. However, an increasing number of individuals are hesitant toward vaccination. In this course, we analyze contributing factors to the vaccine hesitancy movement, and evaluate the implications of undervaccination. Students will analyze and apply evidence-based approaches to effectively communicate vaccine information.

## Prerequisites

None

## Class Details

Credit Hours: 3

Class Day/Time: No required synchronous learning; all lecture content available on Carmen

Classroom Location: Distance Learning

## Course learning outcomes

**Course-specific Learning Outcomes:**

By the end of this course, students should successfully be able to:

1. Summarize the basics of vaccines including history, mechanism, development, efficacy and safety
2. Examine the impacts of vaccine hesitancy and refusal
3. Describe the contributing factors (eg. Psychological, political, etc) that drive vaccine hesitancy
4. Analyze vaccine communication strategies designed for healthcare providers, scientists and individuals
5. Generate ideas that society, business, government and healthcare providers can implement to promote effective communication
6. Apply theories and approaches to create appropriate messages for effective communication
7. Compose analyses, interpretations, evaluations and reflections of/to the vaccine hesitancy movement.

## How This Online Course Works

### Course Structure

**Mode of delivery:** This course is 100% online. There are no required lecture sessions where you must be logged in to Carmen at a scheduled time. This course will be implemented through Ohio State University’s course management system, Carmen. Unless otherwise noted, Carmen will be used to post all course materials and course announcements, as well as complete all course assessments.

**Pace of online activities**: This course is divided into weekly modules that are released on the Friday before. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Weekly activities will include viewing interactive lectures and online videos, participating in discussions, and completing required readings and various assignments. See the Course Calendar (posted on Carmen) for a list of all weekly activities, including relevant due dates. The course will conclude with completion of a final project.

Although this course is 100% online, please be mindful of the university’s health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all [university safety and health guidance](https://safeandhealthy.osu.edu/) ([https://safeandhealthy.osu.edu](https://safeandhealthy.osu.edu/)), which includes information on face mask requirements at this time.

**Credit hours and work expectations:** Based on [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (https://go.osu.edu/credithours), for each course credit hour, it is expected that students will traditionally spend one hour in a classroom setting plus two additional hours outside the classroom dedicated to course studies. **Accordingly, for a 3-credit hour online course, students are expected to dedicate approximately nine hours per week completing the various module activities**—this includes reading of texts, viewing of online videos and narrated lectures, participation in weekly discussions, studying course materials, and completing all course assessments.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

* + **Participating in online activities for attendance:** at least once per week

You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times to complete all activities and view Dr. Canan’s Monday announcement, video updates and assignment feedback throughout the week.  If you have a situation that might cause you to miss an entire week of class, contact Dr. Canan as soon as possible.

* + **Zoom office hours:** at least twice during the semester

You are expected to meet with Dr. Canan via CarmenZoom at least once between Week 3 – Week 8 and at least once between Week 9 – Week 15. These meetings are short (<10 minutes) and informal, used as a way to enhance communication in this online course. Use the “Carmen Calendar” on Carmen to see my student hour availability and to schedule a meeting with me. If needed, a How-To Video for scheduling a meeting is available under the “Student Resources” module in Carmen.

* + **Participating in discussion forums:** two or more times per week

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

### Getting Started

To get started, follow the instructions listed on the course’s home page. These instructions encourage you to complete all Module 1 activities, which include reviewing a series of “Getting Started” videos that help orient you to the course, review the syllabus, Carmen, and student expectations. After completing all Module 1 activities, if you need clarification or have any questions about the course, please email Dr. Canan.

## Course materials

### Required materials

Students are required to purchase the following book:

1. Kahneman, Daniel. *Thinking, Fast and Slow*. New York, NY: Farrar, Straus and Giroux, 2011. Print and Ebook.

This book is required of all students and will be used during select discussions throughout the semester. Please purchase the book as soon as possible as the first book discussion of **Part I: Two Systems**, will occur in Week 4.

Additional texts, sites, and videos for required viewing will be accessible through Carmen (electronic). Students are expected to monitor the course page regularly, including reading updates in the course’s announcement section.

These include:

* Pdf copies of selections from books
* Journal articles accessed through the OSU collection of online journals
* Websites for which URLs are provided
* Streaming videos via Secured Media Library or YouTube

## Course technology

### Baseline technical skills necessary for online courses

* Basic computer and web-browsing skills
* [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
* [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

### Technology skills necessary for this specific course

Instructions for recording and uploading audio or video are provided in the necessary assignment write-ups on Carmen.

* Recording and uploading video
* Recording and uploading audio
* Recording and uploading a podcast

### Necessary equipment

* Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
* Webcam: built-in or external webcam, fully installed and tested
* Microphone: built-in laptop or tablet mic or external microphone
* Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Necessary software

* [Microsoft Office 365 ProPlus](https://ocio.osu.edu/blog/community/2015/08/18/free-microsoft-office-for-ohio-state-students) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
	+ Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
	+ Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

### CarmenCanvas Access

### You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

### Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - [Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.

### Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

### Install the [Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

### If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

### Turnitin

All writing assignments in this course will be reviewed by Turnitin, in Carmen. Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. Remember you are expected to uphold proper academic conduct in this course, and any alleged infraction is required to be submitted to the Committee on Academic Misconduct (COAM).

### Articulate 360

This course uses Articulate Storyline 360 for interactive lecture content. We have developed accessible alternative materials, should you experience difficulties with these materials or have additional questions, please email Dr. Canan.

### Technology Assistance

For technology-related issues, concerns, questions, or requests, please contact the OSU IT Service Desk.

* Self-Service and Chat Support: <http://ocio.osu.edu/selfservice>
* Phone: 614-688-4357 (HELP)
* Email: 8help@osu.edu

### Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit <https://go.osu.edu/dfresources>.

# Grading and faculty response

## Grades

Your final grade will be determined by your performance on the following assessments. Any rebuts to grades earned must be brought to the attention of the instructor no later than one week after receiving the grade.

| Types of Assessments | Points |
| --- | --- |
| **15pt Discussions** (15 points each) | **135 points** (26.7% of grade) |
|  |  |
| **25pt Discussions** (25 points each) | **75 points** (14.9% of grade) |
|  |  |
| **Weekly Reflection** (10 points each) | **140 points** (27.7% of grade) |
|  |  |
| **Student Hour Meeting** (10 points each) | **20 points** (4.0% of grade) |
|  |  |
| **Final Project** | **135 points** (26.7% of grade) |
| Check-Points #1 and #2 | 35 points |
| Final Project – Part 1 | 80 points |
| Final Project – Part 2 | 20 points |
|  |  |
| **Self-Check Quizzes**  | **Up to 6.5 extra credit points** |
|  |  |
| **Total** | **505 points** |

***Discussions***

Students will participate in two different types of weekly discussion – 15pt discussions and 25pt discussion.

1. *15pt Discussions:* students will participate in discussions that focus on understanding of specific course topic and course outcomes. These may be in the format of case studies or book discussions.
2. *25pt Discussions*: students will participate in discussions that focus on analyzing and evaluating course specific topics and outcomes. These may be in the format research paper or artistic expression analysis.

All discussion posts will be made to a central discussion board in Carmen. Discussions are meant to help students achieve select learning outcomes, learn from a range of perspectives, as well as discuss controversial topics in a productive and respective manner. Discussions will include submission of an initial post followed by a peer response. Consider these posts as replacement of any discussions that may occur in a formal classroom. Consult the “Discussion and Communication Guidelines” section below as well as Carmen for discussion guidelines. Consult Carmen and the Course Calendar for discussion instructions and due dates.

***Weekly Application***

Applications will provide students with an opportunity to assess and reflect on their individual learning experiences throughout the course and connect the learning content to real-world scenarios. Students will be allowed to drop their lowest application score, allowing their highest application scores to contribute toward their ‘Application’ grade. Consult Carmen and the Course Calendar for instructions and due dates.

***Student Hour Meeting***

Students will meet with Dr. Canan twice via Zoom throughout the semester. Consult the “Attendance and participation requirements” section above as well as Carmen for instructions and due dates.

***Self-Check Quizzes***

Self-Check quizzes are not required (except for Week 1) but offer students the opportunity to check their understanding of key concepts and to earn extra credit points. Completion of each self-check quiz with a score of 80% or higher earns 0.5 extra credit point [13 self-check quizzes are available for a maximum of 6.5 extra credit points]. Consult Carmen and the Course Calendar for quizzes and due dates.

***Final Project***

The final project will consist of two parts. For Part 1, each student will express their analysis and understanding of an aspect of the vaccine hesitancy movement. Students will deliver Part 1 through one of the following artistic expressions (students may select their format):

* **Original podcast** (using Anchor, a free app)
* **Interactive webinar** (using PowerPoint – instructions for recording a narrated PowerPoint presentation will be provided)
* **Original video** (using tool of your choice)

Regardless of the format selected, Part 1 cannot exceed eight minutes (8:00) in duration (there is no minimum length requirement). Part 1 will be presented to the class by posting it to a discussion board on Carmen. For Part 2, each student will interpret and evaluate a peer’s project using similar guidelines applied in the assignments completed throughout the semester. Thus, Part 2 will be a written response paper submitted by replying to a peer’s post for Part 1.

Students will submit their chosen topic and format during Week 7, an outline for peer review during Week 13, and the final project during Week 15 and 16. Consult Carmen and the Course Calendar for final project instructions and due dates.

## Late assignments

* Weekly Discussions: weekly discussions are due by the dates and times indicated in the Course Calendar. Discussions received later than the date and time specified will be marked down 10% for every 24 hours late up to 48 hours (e.g. 10% deduction up to 24h late; 20% deduction for 24-48h late). Any discussion received 48 hours late will result in a zero for that discussion—no exceptions. **Failure to act respectfully and professionally according to the guidelines outlined in the “Discussion and Communication Guidelines” section will result in a zero.**
* Applications, and the Final Project: these assignments are due by the date and time indicated in the Course Calendar. Assignments received later than the date and time specified will be marked down 10% for every 24 hours late (e.g. 10% deduction up to 24h late; 20% deduction for 24-48h late, etc).

## Grading scale

**Note:** Dr. Canan will only round final course grades to the nearest percentage point using the hundredth position (e.g. 89.90 will not be rounded to a 90.0; however, an 89.95 will be rounded to a 90.0).

93–100: A 87–89.9: B+ 77–79.9: C+ 60 –66.9: D 90–92.9: A- 83–86.9: B 73–76.9: C 67 –69.9: D+
 80–82.9: B- 70 –72.9: C- Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For all assignments, you can generally expect feedback within **7-10 days**. Feedback may appear in a written, audio, or video format.

### E-mail

I will reply to e-mails within **24 hours on weekdays** and within **48 hours on the weekend**.

### “Ask My Classmates or Instructor” Discussion board

Post any general questions related to the course or to any assignment on this board. Anyone can reply to these posts, but I will check and reply to messages every **24-48 hours on weekdays**

**Course schedule (tentative)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Themes** | **Weeks** | **Topics** | **Assessments**  |
| **Getting Started** | **Week 1:** | Course Introduction Course Community | Introduction DiscussionApplication #1 |
| **Introduction to Vaccine and Hesitancy** | **Week 2:** | Intro to vaccine | 15pt DiscussionApplication #2 |
| **Week 3:** | Impact of vaccine controversy  | 25pt Research Article DiscussionApplication #3 |
| **Week 4:** | Vaccine Hesitancy Determinates and Claims | 15pt Book Discussion Application #4 |
| **Vaccine Hesitancy Contributing Factors: Psychology** | **Week 5:** | Belief and heuristics  | 25pt Research Article DiscussionApplication #5 |
| **Week 6:** | Dissonance and risk  | 15pt Video DiscussionApplication #6 |
| **Vaccine Hesitancy Contributing Factors: Mistrust** | **Week 7:** | Mistrust of healthcare professionals  | 15pt Book Discussion Final Project: Check-Point #1Application #7  |
| **Week 8:** | Mistrust of scientists | 15pt Video DiscussionApplication #8 |
| **Vaccine Hesitancy Contributing Factors: Culture of Misinformation** |   **Week 9:** | Media (social, and web) | 15pt Media Discussion Application #9 |
|   **Week 10:** | Spring Break |  |
| **Week 11:** | Celebrity Culture | 15pt Book DiscussionApplication #10 |
| **Science Communication** | **Week 12:** | Science of Science Communication  | 25pt Video DiscussionApplication #11 |
| **Week 13:** | Vaccine Communication | Final Project: Check-Point #2Application #12 |
| **Final Project** | **Week 14:** |  | 15pt Book DiscussionApplication #13 |
| **Week 15:** | Final Project Part I |
| **Week 16:** | Final Project Part IIApplication #14 |

# Other course policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

* **Writing style**: When participating in weekly discussions or communicating with Dr. Canan via email, use appropriate “Netiquette” (see below), which includes using good grammar, spelling, and punctuation.
* **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics. **Failure to act respectfully and professionally with your peers or with Dr. Canan will result in a grade deduction.**
* **Misinformation:** While it is important that we feel free to share our own thoughts and opinions, please make sure that the basis of your information is accurate (see citing your sources below). Spreading misinformation can severely damage the trust we have in this classroom and cultivate ideas not based in current available evidence. **Therefore, continual spread of misinformation will result in a grade deduction.**
* **Citing your sources**: For all writing assignments and even weekly discussions, please cite your sources to support what you say. Please consult the [OSU Library homepage](https://library.osu.edu/) for citation resources as well as [guidelines to choosing and using reputable sources](https://ohiostate.pressbooks.pub/choosingsources/). For example, reputable sources include, but are not limited to, peer-reviewed articles, and official organization websites such as the CDC and/or FDA. Furthermore, try to vet the validity of your article by asking questions such as: “Do the authors have any conflicts of interest?”, “Does the article appear in a predatory journal?” or “Do the methods support the conclusion?”.
* **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Netiquette1**

Virginia Shea wrote the book, “Netiquette”, which is fully available online at <http://www.albion.com/netiquette/book/>. Netiquette is a code of behavior for using the internet. Your language tells about your personality, age, locality, and attitude. Please follow the proper online etiquette when completing all course assessments and when communicating with Dr. Canan via email.

**Avoid using all caps.**

Using all capitalization to compile your words is ineffective—when communicating online, it is equivalent to screaming. In addition, it confuses the eye and makes it difficult to focus.

**Avoid dramatic punctuation.**

While you can use the exclamation mark (!) to show excitement, do not solely rely on it. It is often hard to tell if an exclamation mark is negative excitement or positive excitement. Try using word choice and syntax to help convey your feelings, rather than a single key stroke.

**Understand word choice counts.**

Please consider word choice when composing your discussion posts and assignments. One word can change an entire statement. Avoid offensive language and flaming. Flaming is a form of verbal abuse when you intentionally attack or disparage someone.

**Use proper grammar and spelling. Always refrain from e-speak.**

If u rite liek this u will drvie doc C crrrrrrazy lol. :) Typos and basic spelling mistakes will happen. However, using e-speak to communicate in an academic setting is unacceptable. It affects your credibility, confuses the reader, and will result in loss of points. Please ensure your academic writing, including any communication with Dr. Canan, uses proper grammar, spelling, and punctuation.

1Shea, Virgina. *Netiquette*. Albion Books, 1994.

## Academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](https://studentconduct.osu.edu/) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:copy

* [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)
* [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
* [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu/),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

* All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
* The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

The well-being of our students is a top priority for the faculty and staff of the College of Pharmacy.

For crisis or urgent support, please contact Counseling and Consultation Service at 614-292-5766.

For non-crisis support, please reach out to the College of Pharmacy Office of Student Services at 614-292-5001 OR connect with Dr. Shawn Levstek, College of Pharmacy Embedded Counselor.

Any College of Pharmacy student may contact Dr. Levstek directly via email (levstek.4@osu.edu), and he will offer you an initial counseling session via Zoom to initiate services. During this meeting he will address your current concerns and mental health needs, in addition to collecting background information and assessing your history of concerns. He will also discuss future treatment options with you, and can connect you with other resources as well, where appropriate. If any students have questions or concerns, please email Dr. Levstek directly.

Additionally, Counseling and Consultation Service has developed resources for students that can be accessed remotely, including strategies for dealing with anxiety and stress related to COVID-19, which can be found here: <https://ccs.osu.edu/ccs-covid-19-updates/> , and a Mental health strategies video series for managing mental health, which can be found here: <https://ccs.osu.edu/mental-health-strategies-video-series/>

You can also visit <https://ccs.osu.edu/>  anytime for more information regarding any of the services offered by Counseling and Consultation Service. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

# Accessibility Accommodations for Students with Disabilities

## Accommodations for accessibility

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let Dr. Canan know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services (SLDS)](https://slds.osu.edu/). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services.

### Disability Services Contact Information

* Phone: 614-292-3307
* Website: [slds.osu.edu](https://slds.osu.edu/)
* Email: slds@osu.edu
* In person: [Baker Hall 098, 113 W. 12th Avenue](http://www.osu.edu/map/building.php?building=095)

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

* [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
* Streaming audio and video
* [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

**Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.