

**N453 Information Management and Healthcare Technology
Course Syllabus
Spring 2019**

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SCI D142 UWSP/UWSP Wausau 336
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Course Description

This 3-credit course focuses on how to utilize computer and information/decision science to support quality and safety in health care. The course explores informatics and examines nursing's role in healthcare technology and patients' participation in healthcare through use of information technology. The use of technology to help make decisions and to improve the health status of the individual, family, and community is emphasized. Students will apply informatics concepts to a current clinical practice setting suggesting methods to use technology to improve patient safety and work effectiveness. The student will also learn to identify, gather, process, and manage information/data.

Student Learning Outcomes

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

1. Delineate the role of the nurse in healthcare informatics.
2. Describe how to manage data, information, knowledge, and technology to enhance and measure clinical practice, education, administration, and research.
3. Discuss healthcare informatics relationship to ethical, legal, political social, cultural, economic, and management issues that impact the delivery of quality and cost-effective healthcare.
4. Demonstrate mastery of select and current technology skills.
5. Evaluate healthcare forces, trends, and professional standards impacting healthcare informatics.

Required text

McGonigle, D. & Mastrian, K. (2018). *Nursing Informatics and the Foundation of Knowledge* (4th ed.). Burlington, MA: Jones & Bartlett Learning

Grading

Course grades are based on the requirements listed above. Due dates can be found in the Course Calendar.

ASSIGNMENT	PERCENT OF FINAL GRADE
Case studies	20%
Discussions online	20%
Paper 1: Evaluation of Health Information Resources on the Internet this will be disc 5	10%
Presentation of paper 2	10%
Paper 2: Informatics Applications to Support Nursing Practice	20%
Attendance and Participation	20%

Grading Scale

Grade	Percent
A	94-100
A-	92-93
B+	90-91
B	85-89
B-	82-84
C+	80-81
C	75-79
C-	73-74
D+	71-72
D	65-70
D-	63-64
F	<63

Late assignments: Late assignments will be docked 10% each overdue day, including weekends.

A grade of C or higher is required to pass all undergraduate courses and to progress in the program. **Grades in undergraduate courses are not rounded up.** If you have questions, please contact me.

Discussions

This class will include student participation and discussion in class and online.

Papers

There are 2 academic papers required for this course. Each will be described in detail.

PAPER 1 will be discussed in class on Day 1.

Guidelines for Paper 1: Evaluation of Health Information Resources on the Internet

The purposes of this assignment are to: develop **critical thinking skills**; deepen understanding of the concept "**health literacy**" and its implications for patients, families, and nurses; and develop skills to **critically appraise health-related Internet resources** that may be used for patient education. Professional nurses need to evaluate the quality and usefulness of health information resources. These resources are often used by patients and families to learn about a specific health condition or procedure, and as such, have implications for their decision-making. A variety of specific criteria are available to help nurses evaluate health information resources on the Internet. For this assignment, you will use a set of criteria developed by the National Library of Medicine to evaluate the quality and reliability of health information on a website.

Before you begin writing the paper, you need to identify an Internet resource (e.g., website) that provides health information for patients and families. This Internet resource can be in your area of practice or interest. Select a website or a set of pages from a website, rather than just one webpage. To locate and select a website: Try using the Google search engine and search for "patient education about [fill in your topic of interest]" or "[topic of interest] patient education." For example, if your topic of interest is diabetes, you would Google "patient education about diabetes" or "diabetes patient education." **Do not select a website that is intended for health professionals only - your paper will not be accepted if the website is not intended for patients and families.**

Write a brief report on what you found (5 or fewer pages) using the following steps:

Step 1. Introduction. Be sure to include support from the literature.

- Define health literacy.
- Discuss the importance of health literacy in patient/family management of health and disease and promotion of positive health outcomes.
- Discuss the nurse's role in promoting health literacy. Why must nurses and other health professionals know how to evaluate health-related websites?

Step 2. Health-related Internet Resource. Identify and describe a health-related resource (i.e., website) that can be used to promote patients' and families' knowledge about a disease or health condition.

- Identify the homepage of the website by URL.
- Describe the website. Consider such elements as graphics, page layout, navigation menu and ease of navigation, font size (ease of reading), etc.

Step 3. Evaluation. Provide an evaluation of the website using the four specific categories and criteria described in [National Library of Medicine \(NLM\) tutorial](http://www.nlm.nih.gov/medlineplus/webeval/webeval.html) (<http://www.nlm.nih.gov/medlineplus/webeval/webeval.html>).

These are the four categories included in the NLM tutorial. CHOOSE TWO. To identify the specific criteria to use in evaluating each category, you will need to complete the NLM tutorial. It is highly recommended that you take notes as you complete the tutorial.

- Provider and purpose
- Funding
- Information quality
- Privacy

Step 4. Summary. Present strengths, limitations, and implications based on evaluation:

- Synthesize the strengths and limitations of the website based on the evaluation and in relation to its use by patients.
- Include your perspective regarding the implications (i.e., potential areas of concern, unintended consequences) of using this website for patient education. This may include issues related to accessibility, literacy level, need for accommodations (related to language, cognitive and/or physical limitations), and patient/family use of the website in unintended ways.

Present recommendations for improvement (if any):

- Discuss recommendations and rationale for improvement of the website based on strengths, limitations, and implications. Provide at least two specific examples for improvement of the website based on the evaluation.

	Points Earned	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations (0-1 point)
Define Health Literacy		Defines health literacy and why it is important to nurses and patients (3 points).	Defines health literacy and why it is important (2.5 points).	Incorrect or incomplete definition of health literacy.
Identify and describe the website selected for evaluation		Clearly states URL for website Home page. Brief but comprehensive overview of website (2 points).	URL is stated and overview of website provided (1.5 points).	Incomplete overview of website.
Evaluation of website		Adequately reviews website addressing each criterion (10 points).	Addresses all but one criterion adequately (8.5 points).	Does not address 2 or more of the evaluation criteria.

Recommendations for improvement		Provides recommendations for improvements to website based on evaluation. Recommendations are relevant to use of the website in patient care (2 points).	Provides recommendations for website based on evaluation (1.5 points).	Does not provide recommendations for improvement.
Writing		Writing is clear, organized, and logical. Uses APA 6 th edition. Uses correct grammar, spelling and punctuation with only 1-3 errors (3 points).	Writing is general clear and organized. Uses APA 6 th edition. Uses correct grammar, spelling, and punctuation with 4-7 errors (2 points).	Writing is unclear and disorganized. Does not use APA 6 th edition. Grammar, spelling and punctuation are distracting to the reader. Difficult to read. >10 errors.
Total points out of 20 possible		20 points	16 points	

Rubric for “Evaluation of Health Information Resources on the Internet.” Adapted with permission from *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Paper 2 (Informatics Applications to Support Nursing Practice) (20% of final grade + 10% presentation)

The purpose of this assignment is to demonstrate **critical thinking** in a discussion about the nurse's role in using health information technologies and applications to support the delivery of safe, quality nursing care; to facilitate continuity of care; and to promote patients' participation in healthcare.

Write a paper to demonstrate your understanding and knowledge, **based on the literature**, of how two new health information and communication technologies (HICT) can be used by nurses to improve and evaluate professional practice. Remember to **reference the evidence** to support your ideas and discussion.

Total page number (not including references and cover pages): 6-7 pages. Use APA formatting.

Step 1. Introduction. Explanation of Issues. Identify the purpose of the paper and why the topic is important. Consider issues related to nursing's role in the use of HICTs and the increasing prevalence of HICTs in healthcare.

- Determine the gaps in knowledge, skills or practice: what is the best practice?
 - Please answer the following questions as it applies:
 - a. What is the current technological situation?
 - b. What do we want the technological situation to become?
 - c. What technology do we need to help solve the clinical problem?
 - d. What will this technology replace?

Step 2. Description of Two HICT Applications. *There are many potential topics. These are examples. Please sign up and coordinate with the instructor.*

Briefly describe two health information and communication technology (HICT) applications (cite references as appropriate), selected from the following list:

- Business Intelligence
- Rural Health IT
- Clinical simulation
- Clinical Decision Support
- Clinical information system application (select only **one** application, e.g., care plan; medication administration application - eMAR, CPOE, bar-coding; electronic clinical documentation; clinical decision support tools, e.g., computerized alerts and reminders)
- Telehealth application in home care (select only one, e.g., home tele-monitoring for congestive heart failure [or other condition], medication management devices)
- Personal health record or patient portals (e.g., EPIC MyChart)
- Health-related applications (apps) for tablets and mobile phones (select one specific app, e.g., an app for sleep apnea or diabetes)
- Community health surveillance systems (e.g., Wisconsin immunization data system) OR Health Information Exchanges (HIE)

- **Step 3. Discussion and Examples from Practice.** For the two applications or technologies selected, discuss how each can be used by nurses to meet the specific aims/expected outcomes. In your discussion, be sure to answer the question "How can nurses use the technology to meet the following aims/expected outcomes?" The aims/expected outcomes are:
 - Support safety and quality of nursing
 - Facilitate continuity of care and care coordination
 - Partner with patients and families to participate in health care

Provide supporting evidence from the literature (i.e., research) for your discussion. Include one example (or more) for each HICT application that specifically illustrates how the application can be used by the nurse to meet each of the three aims/expected outcomes listed above.

Step 4. Student's Perspective

- Determine the gaps in knowledge, skills or practice: what is the best practice?
- Discuss your perspective regarding the unexpected outcomes or unintended consequences (i.e., areas of concern) with the use of each HICT, some ideas to address below as it applies:
 - Staff productivity and satisfaction OR conflicts
 - Revenue increases and cost optimization
 - Patient safety
 - Quality of care
 - Patient/provider access to services
- Be sure to take the following into account: the complexities of the application use, context of use (e.g., patient circumstances that impact use), and assumptions (made by the patient and/or the healthcare provider).
- Support your perspective with evidence from the literature (i.e., research).
- Suggest approaches to address unexpected outcomes or unintended consequences (i.e., areas of concern).

Examples of questions to consider: Does each the application deliver what is promised? What are the limitations of each application? What populations are overlooked with regard to the use of the HICT application or technology?

Step 5. Summary - Conclusions and Related Outcomes

- Summarize opportunities and challenges you identified in nurses' use of the HICT applications.
- Provide a conclusion about the use of the HICT applications by nurses.

Final Step: Short summary presentation of your selected applications to the group

	Points Earned	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations (0 points)
	Points Earned	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations (0 points)
Introduction		Description of the purpose of the paper and importance of the topic are clear and concise	Descriptions of the purpose of the paper and importance of the topic are concise but some relevant information is omitted or unclear	No Introduction
Describe 2 HICT Applications		Descriptions of HICT applications selected from list provided are clear, concise and include relevant information	Descriptions of HICT applications selected from list provided are concise but some relevant information is omitted or unclear	Unclear or lengthy description of HICT application and/or did not select from list provided.
Discusses how nurses can use HICT applications to meet identified aims and provides an example of each		Discussion is clear, concise, organized, and supported by evidence from more than one source. Provides at least 1 clear example of how the nurse can use each of the HICT applications to meet identified aims with supporting evidence (20 points: 10 points for each HICT).	Discussion is generally clear and concise with evidence only from the textbook to support ideas. Examples of how the nurse can use each of the HICT applications to meet identified aims are unclear and/or lacking in supporting evidence (15 points: 7 points for each HICT).	Discussion is unclear and/or supporting evidence is not included. Examples of how the nurse can use the selected HICT to meet aims are missing, unclear and/or without support.
Summary		Summary is based on contents of the paper. Clearly describes potential opportunities and challenges and what was interesting about this assignment. Clearly identifies 1 new technology or HICT area for future learning	Summary is generally based on the contents of the paper. Description of potential opportunities and challenges and what was interesting about this assignment	Lacks a summary based on the paper. Unclear about what was interesting about this assignment and/or about a new HICT area for future learning.

			are generally clear. Identification of HICT for future learning is generally clear	
Writing		Writing is clear, organized and logical. Uses APA 6 th edition. Uses correct grammar, spelling and punctuation with 1-3 errors Overall organization and flow.	Writing is generally clear and organized. Uses APA 6 th edition. Uses correct grammar, spelling, and punctuation with 4-7 errors	Writing is unclear and disorganized. Does not use APA 6 th edition. Grammar, spelling and punctuation are distracting to the reader and does not convey ideas with > 10 errors.
Total Points out of 100 possible				

Rubric for “Informatics Applications to Support Nursing Practice.” Adapted with permission from *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Course Format:

Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the face to face and online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students’ learning. Teaching strategies may include lecture via slides, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Desire 2 Learn (D2L). Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

Directions for all assignments will be provided in D2L. Assignments are to be submitted into the appropriate D2L dropbox by the due date unless otherwise specified. Further directions will be provided in class.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in D2L for guidance and to ensure the quality of work.

4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in D2L. Students are responsible for any information in either of these formats.
6. Contact instructor whenever necessary for clarification of student expectations.

Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum 3 hours/week on coursework. Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes

Turnitin:

Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers with an originality report over 18% need revisions and citation corrections to bring the count below this number. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date.

POLICIES

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the

purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a

person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Academic Accommodations

Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please discuss with the instructor and contact the campus Office of Disability Services, 103 Student Services Center, 1108 Fremont Street.

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:

FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

HIPAA <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Netiquette

All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.

[The Core Rule of Netiquette \(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html).

Social Media Policy

Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

Attendance*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. Assessment questions may arise from presentations, lectures, and guest speakers with points attached. Missed assessments will result in a “zero”. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and

- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).