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Fall 2016

PUBH 7530 - Integrated Capstone Experience

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Recommended Citation

Jiann-Ping Hsu College of Public Health
7235 (section A)The Public Health Integrative Capstone Experience
Fall Term 2016

Instructors:	**Primary:** Joseph Telfair, DrPH, MSW, MPH,		
	Secondary: Stuart Tedders, Ph.D. and Faculty		
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Office Hours:	Open and By Appointment		
Class Meets:	**Dates**	**Days Times**	**Building Room #**
	17-AUG-16 - 07-NOV-16 TR	09:30 a.m. - 10:45 a.m.	Hendricks Hall 3001
	08-NOV-16 - 08-NOV-16 TR	09:30 a.m. - 10:45 a.m.	Education Bldg 1123
	10-NOV-16 - 08-DEC-16 TR 0	09:30 a.m. - 10:45 a.m.	Hendricks Hall 3001

Course Catalog available at:
http://students.georgiasouthern.edu/registrar/pdf/catalogs/GraduateCatalog/index.htm
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: Any MPH candidate who has completed the entire core curriculum (PUBH 5520G; PUBH 6532; PUBH 6533; PUBH 6534; PUBH 6535; PUBH 6541; PUBH 7790) OR *Completion of all core MPH courses (or concurrent enrollment in remaining core courses) and graduating in the semester in which this course is taken.*The course is offered every term to accommodate the varying graduation schedules of MPH students. *Students enrolled in other degree programs (MHA) are invited and encouraged to enroll in this course though enrollment preference is granted to MPH students.*

Catalog description: CEPH Integrative Experience Requirement: *each student shall acquire skills and experience in the application of basic public health concepts and of specialty knowledge to the solution of community health problems and demonstrate integration of knowledge through a culminating experience*.

The Student will register for PUBH 7235 A - The Public Health Integrative Experience Section A. This course has been designed to fulfill the requirement that all Master of Public Health degree candidates have the opportunity, as defined by the Council for Education on Public Health (CEPH), "to synthesize and integrate knowledge acquired in course work and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice". All MPH students, regardless of program affiliation, can choose this option for the purpose of fulfilling the CEPH requirement in order to graduate. The student will complete this three (3) credit hour course during their Fall and Spring Semesters of 2nd year.

Required Text: Mastering Public Health: Essential Skills for Effective Practice by Barry S. Levy (Editor), Joyce R. Gaufin (Editor) ISBN:0199753970, ISBN-13: 9780199753970

Recommended Readings: Text: Capper, Stuart A, P. M. Ginter and L.E. Swayne. <u>Public Health Leadership and Management: Cases and Context</u> 2002, Sage Publications: Thousand Oaks, California.

Notebooks containing additional readings and examples of cases will be in Folio in the 'Readings' folder for students to read or print desired. Handouts will be distributed during class.

<u>**MPH Core Student Learning Outcomes (CORE)**</u>

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

<u>**Overall MPH Cross-Cutting Comptencies - Course focuses on the integration of the following:**</u>

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (Communication and Informatics)
2. Use information technology to access, evaluate, and interpret public health data. (Communication and Informatics)
3. Describe the roles of history, power, privilege and structural inequality in producing health disparities. (Diversity and Culture)
4. Explain how professional ethics and practices relate to equity and accountability in diverse community settings. (Diversity and Culture)
5. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (Diversity and Culture)

Course Learning Objectives:

Purpose: This course is for students nearing completion of their MPH or MHA degree in fulfillment of the requirement for an integrative cumulative capstone experience. The focus of the course is two fold: case analyses and professional development. The number in parenthesis corresponds to the competency number from the list above.

A. **Case Analyses**: Through the analysis of actual cases from the annals of public health practice and the development of a new case from current and emerging areas of critical interest to public health, students working in multi-disciplinary groups will demonstrate *As a result of this course the student will be able to:*

1. Demonstrate their ability to apply the general and specific public health knowledge they have learned through their courses of study (*Case analyses – a,b*)
2. Effectively apply that knowledge across disciplines to the effective resolution of a public health problem (*Case analyses – c,d*)

B. **Professional Development**: Professional knowledge and skills development will allow the student to engage in activities designed to enhance lessons learned from course work. *As a result of this course the student will be able to:*

1. Identify and address personal strengths and weaknesses in the required competencies - overall and in each of the core public health disciplines (*Professional Development – a,c*)
2. Apply public health knowledge and principles in a health planning and evaluation process designed to address specific identified areas of weakness (*Professional Development – b,e*)
3. Identify, access and analize public health data and information needed to develop a public health program plan (*Professional Development – b,c*)
4. Demonstrate effective written and verbal communication skills (*Professional Development – b,d,e*)

Overview of the Content to be Covered during the Semester

Note: Instructors reserve the right to make changes to the syllabus at any time.

Date	Topic	Assignment	Due Date *All assignments must be uploaded or posted to Folio by 11:00 p.m.*
Class 1 - Tuesday August 18, 2016	**Introduction, Assignments, Presentations** - Introduction and Review to the Course, Course Outline - Professional Development plan - Overview of Case analysis (brief lecture) - Professional Case assigned for analysis - Evidenced based tutorial	**None**	**None**
Class 2 - Thursday August 18, 2016	**Case Analysis (preexisting case)** - Submit written response to first assignment - - Facilitated discussion of the case - Assignment of cases for analysis to pre-assigned groups	- Complete **MPH competency assessment on Folio by** - Identify 5 strongest and 5 weakest competencies. **Case Analysis (preexisting case)** - Submit written response to first assignment	**August 25, 2016**
Class 3 - Tuesday August 23, 2016	**Case Writing (new case)** Discussion and selection of topics	- Complete **Certificate for Evidence Based Tutorial by.** - URL: **Evidence based tutorial - www.ebph.org** - MPH Competency Assessment – Survey (will be e-mailed to students) - Case development project outline - Book Read Chapter 1 and complete activity.	**August 30, 2016** **Submit outline on August 23, 2016** **Read on August 23, 2016**
Class 4 - Thursday August 25 2016	*Communicating with the Public*	**Discussion Board**: For your five highest competencies develop an "activity" that might improve one's competence in the area. **Post on Discussion Board by 11pm** - Review a minimum of **2 other posts and critique in writing**	**Post by September 1, 2016** **Post by September 6, 2016**

Class 5 - Tuesday August 30, 2016	*GSU Career Services Interactives*	• GSU – Career Services Caitlyn Cofer - *Post copy of Resume, CV.*	• *Submit by August 30, 2016*
Class 6 – Thursday September 1, 2016	*GSU Career Services Interactives*	• GSU – Career Services Caitlyn Cofer • Read chapter 2 and complete activity	• **None** • Read and complete by September 4, 2016
Class 7 - Tuesday September 6, 2016	*Persuading Others: How to Advocate*	• Read – Abstract Articles in Folio	• Read by September 6, 2016
Class 8 - Thursday September 8, 2016	*Writing an Abstract*	• Book: Read Chapter 3 and complete activity	• Read and complete by September 8, 2016
Class 9 - Tuesday September 13, 2016	*Making a Presentation*	• Draft of Introduction to the Problem & Review of Problems (see Case Development Project Outline) • Read Chapter 4 and complete activity	• Read and complete by September 15, 2016
Class 10 - Thursday September 15, 2016	**No Class**	• **Telfair out**	• **None**
Class 11 - Tuesday September 20, 2016	*Writing a Publication*	• Develop a **Professional Development Plan Proposal** to improve areas of perceived weakness for your 5 lowest competencies • Read Chapter 5 and complete activity	• Read and complete by September 20, 2016 • **Submit plan on September 27, 2016**
Class 12 - Thursday September 22, 2016	*Practicing Cultural Competence*	• Read chapter 6 and complete activity	• Read and complete by September 22, 2016
Class 13- Tuesday September 27, 2016	*Working within an Organization* Sickness and in Wealth	• View Unnatural Causes/ Video #1 **(Submit answer to discussion question in Folio)**	• View and answer questions by September 27, 2016
Class 14 – Thursday September 29, 2016	*IN-Class Group work*	• Read Chapter 8 and complete activity	• Read and complete by September 29, 2016
Class 15 - Tuesday October 4, 2016	*Improving and Maintaining Quality*	• **Unnatural Causes/Video #3 (Submit answer to discussion question on Folio)** • Read Chapter 12 and complete activity	• View and answer questions by October 4, 2016 • Read and complete by October 4, 2016
Class 16 - Thursday October 6, 2016	*Transforming Organizations by Using Systems Thinking*	• **Unnatural Causes/ Video #7 (Submit answer to discussion question on Folio)**	• Read and complete by October 6, 2016

Class 17 - Tuesday October 11, 2016		• Draft of Impact of the Issue & Identification of Resources/Assets (see Case Development Project Outline) • Read Chapter 13 and complete activity	• Submit by October 11, 2016 • Read and complete by October 11 2016
Class 18 - Thursday October 13, 2016	*Creating and Sustaining Change*	• Read Chapter 15 and complete activity	• Read and complete by October 13, 2016

Date	Topic	Assignment Due *All assignments must be uploaded or posted to Folio by 11:00 p.m.*	
Class 19 - Tuesday October 18, 2016	*Collaborating with others* Advocacy, Affordable Care Act and other topics of interest	• Review video, read assigned articles and answer online questions regarding Affordable Care Act •	• View and answer questions by October 18, 2016
Class 20 - Thursday October 20, 2016	***Telfair Out***	• **Submit FINAL Professional Development Plan**	• Submit by October 20, 2016
Class 21 - Tuesday October 25, 2016	Discussion of Professional Development Plans - 1	• Be prepared to discuss plan in class	None
Class 22 - Thursday October 27, 2016	Discussion of Professional Development Plans - 2	• Be prepared to discuss plan in class	None
Class 23 - Tuesday November 1, 2016	**None - APHA**	• **Complete the Student Self-Assessment – Competencies for MPH Practitioners, 2010 (will be e-mailed to students)**	• **Complete and submit by November 5, 2016**
Class 24 - Thursday November 3, 2016	**None - APHA**	• **Complete the Student Self-Assessment – Competencies for MPH Practitioners, 2010 (will be e-mailed to students)**	• **Complete and submit by November 5, 2016**
Class 25 - Tuesday November 8, 2016	Overview of Group Behavior - Mini cases discussion	• Draft of Research Question, Approach, & Proposed Future Approach (see Case Development Project Outline)	• Complete and submit by November 10, 2016
Class 26 - Thursday November 10, 2016	Submit written response to first assignment Facilitated discussion of the case Assignment of cases for analysis to pre-assigned groups	• Discussion and Selection of Topics • Groups for the Case Writing Assignment	• None

Class 27 - Tuesday November 15, 2016	**Telfair out** – Tedders lecture - *Being Successful in the Public Health Workforce*	• *Tedders lecture - Handout* • **Written plan for case assessment to include specific role for each member**	• **None**
Class 28 - Thursday November 17, 2016	**Telfair out** – Tedders Lecture - *Building Cross Disciplinary Skills – Public Health and Community Settings*	• *Tedders lecture - Handout*	• **None**
Class 29 - Tuesday November 22, 2016	**None - Thanksgiving**	**None**	• **None**
Class 30 - Thursday November 26, 2016	**None - Thanksgiving**	**None**	• **None**
Class 31 - Tuesday Novcember 29, 2016	Group presentation of case analyses (random selection of half the groups), All groups submit written cases Group presentation of cases **(random selection of half the groups)**	**In – Class presentations**	• **Day of class**
Class 32 - Wednesday December 1, 2016	Group presentation of case analyses (random selection of half the groups), All groups submit written cases Group presentation of cases **(random selection of half the groups)**	**In – Class presentations**	• **Day of class**
Class 33 – Tuesday December 2, 2016	Submit All Outstanding Coursework	**Final portfolio**	• Due December 2, 2016

Course Credit: 3 credit hours

Course Structure and Instructional Methods:

We will meet bi-weekly over 17 weeks and work independently through Folio. The course is divided into 16 bi-weekly modules with readings, activities and assignments each week with one week (17) reserved for student presentations. During each session, students will be expected to communicate and defend their ideas as well as analyze and critique the ideas of others through conversations with the instructors in a variety of formats. It is assumed students will complete the necessary readings and prepare all assignments ***before*** each class in order to be able to discuss their own work, ask clarifying questions, and receive constructive feedback.

Activities:

1. **Case Analyses**: Lectures on the case analysis method and the art and science of case writing will provide important background knowledge and skills preparing students to complete two main assignments: the analysis of a case and the development of a new written case. Students will interact with public health and related professionals in the development of new cases and insofar as possible, locally-based public health practitioners may be invited to case presentations and to participate in discussions of cases. The case analysis and case writing assignments will assist students to achieve the following learning outcomes:

   a. Develop critical thinking skills
   b. Apply specific disciplinary expertise in a broad public health context
   c. Gain experience working in multi-disciplinary teams
   d. Utilize the scientific knowledge base and public policy skills to approach solutions to public health problems

2. **Professional Development**: Students will interact with faculty, staff, public health and related professionals in the enhancement of current knowledge and gaining of new public health practice-based knowledge and skills. The professional development assignments will assist students to achieve the following learning outcomes:

   a. Complete an MPH competency assessment and identify his/her personal strengths and weaknesses - overall and in the student's discipline area
   b. Writing assignments and professional development plan
   c. Develop and implement a personal corrective plan by end of semester.
   d. Develop, produce clearly written asbtacts for reports, presentations.
   e. Refine, enhance communication skills through written and oral (effective) presentations

3. **Student Assignments**

   All assignments must be submitted through Folio using the drop box or discussion board as indicated in course and assignment schedule section.

   This course is designed to meet the Integrative Experience component of the Master of Public Health degree and is graded on a letter grade basis. Though the class is scheduled to meet for three hours each week (two 1.5 hours classes), it is expected that students will spend time

outside of class, equal to or exceeding three hours per week in responding to their group assignments. Two assignments will be prepared individually (professional development and case-based assignments); the second two assignments (case-based) will be prepared in pre-assigned groups.

Student performance in the **individual case analysis**, including development of a solution and participation in the class discussion and critique, will be assessed by faculty and will account **cumulatively for 20 percent of the grade.**

Student performance in groups on the case analysis exercise, the **critique** of the case analysis, and **general class participation** will be assessed by the faculty and will **collectively** account for an additional **cumulative 30 percent of the grade.**

The **group case writing assignment** will account **cumulatively for 40 percent of the grade**, comprised as follows: 30 percent of the grade will be determined by the faculty based on both the oral presentation of the case and the written submission of the case; and 10 percent of the grade will be determined by the ratings the students in each group give to each other.

The **professional development assignment** will cumulatively account for **20 percent of the grade**, comprised as follows: professional development plan 10%, professional competencies assessment 5%, professional corrective plan 5%.

4. **Further, student participation is essential to achieving the learning objectives of this class; as such, attendance and full participation in all class discussions and group excercises is expected.**

   A. Students will be assigned a professionally prepared case the first day of class and must submit a written response at the second scheduled class session and come prepared to discuss their interpretation, analysis and resolution of the case. This is an individual assignment.

   B. Students will Assess, Develop, Implement and Evaluate a Professional Development Plan.

      1. Complete MPH Competency Assessment on Folio (score doesn't matter but completion does) by August 25th by 11pm.
      2. Professional Development Plan proposal: Identify 5 competencies that you perceived as being your weakest and 5 competencies you perceive as your strongest.
      3. Recommend strategies for improving (this helps your colleagues in developing their plan). Post on Folio by September 27th by 11 pm.
      4. Develop a plan for improving each competency you identified as a weakness and submit plan by 11pm on September 1st.
      5. Scheduling meeting with me to discuss proposal.
      6. Implement plan and submit final report December 2nd.

   C. **Complete Evidence Based Tutorial by August 30th by 11pm**. You will need to go the URL: **Evidence based tutorial -www.ebph.org**. You will need to create a password and then follow the instructions for completetion.

D. Students, working in **pre-assigned multidisciplinary groups**, will be given a written case to analyze. Within two weeks, all groups will come to class prepared to present their analysis of the case and the decision they would make in the situation presented. Half of the groups, randomly selected, will present the first week, the remaining groups the second. Students in the class will lead the discussion of each case as it is presented, followed by faculty critiques.

E. Students will choose a case topic for development and will work in their pre-assigned multidisciplinary groups to write a case study. By the fourth week of class, the groups must submit a concise statement describing the decision-maker and the decision to be made in the case they are developing. All groups must submit final case writing assignments the eighth session of class. Half of the groups, randomly selected, will present their cases that week and the remaining groups will present theirs the following week. Students will critique each others cases; faculty will also participate in these discussions.

Student Assessments and Grading:

A.   Grading Scale

Grades will not be posted on Folio. It is your responsibility to know where you stand in the class.

A "C" represents average work. As and Bs are given for students who go beyond what is expected.

90-100% (90-100 points) =	A
80-89 % (80-89 points) =	B
70-79% (70-79 points) =	C
60-69% (60-69 points) =	D
59 nd below =	F

B. Student Evaluation and Grading Summary For Assignments

10 %	Extent and quality of written response to and participation in class discussion of the first individual assignment, the analysis of a professionally developed case
10 %	Quality of written professional development plan.
5 %	Extent and quality of professional competencies assessment.
5 %	Extent and quality of professional corrective plan
30 %	Quality of performance on case analysis assignment presentation (10%), participation in discussion of case analyses, general class participation (10%), class attendance (10%)
30 %	Quality of oral presentations and written submissions of group and case writing assignment
10 %	Extent and quality of contributions to the writing assignments, as rated by students in the group

Course Administration Information:

1. **Class Attendance and Participation Policy**

Regular attendance is expected. Attendance will not officially be recorded after the first class period, however, missing any session means you will not be present for critical lectures, group and other assignments.

2. **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book (http://deanofstudents.georgiasouthern.edu/conduct/wp-content/uploads/sites/3/2013-2014-SCC-8.19.13.pdf) ,to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

3. **Plagiarism:**

Plagiarism is the undocumented use of other authors' words, texts, images, and ideas that don't come from your own head. Making up sources, altering numbers, statistics, or just a few words of a document is considered plagiarism. Poor documentation or paraphrasing of a source is also considered plagiarism.

"According to the Academic Dishonesty Policy of GSU, **plagiarism** includes (but is not limited to):
- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.
- E. If you are accused of plagiarism by a JPHCOPH faculty or fellow students, the following policy, as per the Judicial Affairs website (http://students.georgiasouthern.edu/judicial/faculty.htm) will be enforced: PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

F. First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: http://students.georgiasouthern.edu/judicial/faculty.htm
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

   a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
   b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

G. **First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
b. The student will be subject to any academic sanctions imposed by the professor.

H. **Second Violation of Academic Dishonesty –**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. **If the student is found responsible, the following penalty will normally be imposed:**

a. Suspension for a minimum of one semester or expulsion.
b. The student will be subject to any academic sanctions imposed by the professor.

I. **NOT RESPONSIBLE FINDING**

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

4. **Confidentiality**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

5. **Honor Code**

As a student in the School of Public Health, you are subject to the <u>GSU Student Honor Code in the Code of Conduct manual</u>. You are responsible to understand the contents of the Honor Code and to abide by it. Academic dishonesty: Cheating includes but is not limited to the unauthorized use of notes, books or other sources of information; copying the work of another or allowing someone to copy the work of another student during a formal academic exercise (e.g. take home examination, homework assignment or written essay). Unauthorized collaboration is working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This rule applies to in-class or take-home tests, papers, labs, or homework assignments. Students may not collaborate without faculty authorization. Any violations of the Honor Code will be punished to the full extent allowable under the GSU Honor Code.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copywright law. Students are authorized to take notes in class, but that autrhorization extends only to making one set of notes for personal (an no other) use. As such, students are not authorized to sell, license, commercially publish (upload to sharing websites included), distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

6. Special Instructions

Class attendance is expected and instructors should be notified of any absences. The responsibility for any missed assignments is the student's. Students who do not attend class without instructor-approved permission and miss class will have points deducted.

7. Incomplete grades

The GSU Incomplete Grade Policy states that a temporary grade notation of "I" for incomplete may be requested by the student prior to the end of the term and submitted at the course master's discretion due to unforeseen circumstances that effect the student's ability to complete course requirements. Students requesting consideration of an "I" grade must discuss with the course instructor, and agree upon a plan and a schedule for, completion of course requirements. It is the student's responsibility to initiate this discussion, assure the completion of the incomplete form and is posted in the faculty WINGS. If no permanent grade is reported by the end I academic year, an "F" will be automatically assigned to replace the "I".

8. Policy on late assignments

Late assignments will not be accepted

9. Citing Resources

All assignments will be submitted via Folio through the Turn-It–In system unless stated otherwise. Students will be able to view the Originality Report generated by Turn-It-In and add the necessary citations before the final submission. If you cite information from a text, journal, or website in any assignment, please reference the source using APA style.

- **APA Style Guide:** http://docstyles.com/library/apalite.pdf
- **Folio**: You can get to folio thorough my.georgiasouthern.edu . Login and look for folio in My Services.
- **Reference Software**: You are strongly encouraged to use EndNote Web or RefWorks for citation management.

10. <u>One Final Note</u>

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.