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Fall 2019

PUBH 9235- Communication and Advocacy

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Recommended Citation

Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 9235- Communication and Advocacy
Fall 2019

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Office Hours:	Mondays and Wednesdays 2:00pm-4:00pm
Class Meets:	Thursday 6:30pm-9:15pm; Hendricks Hall 3001

Course Catalog available at:
http://em.georgiasouthern.edu/registrar/resources/catalogs/
under **Jiann-Ping Hsu College of Public Health Programs**

Prerequisites: None.

FOLIO Access: https://my.georgiasouthern.edu/portal/portal.php

Catalog Description
This course will provide students with the ability to evaluate the history and current applications of health communication theory and strategies to public health practice and research. Emphasis is placed on use of health communication theory and strategies designed to create change across the ecological spectrum, from individual to policy levels. Students will gain the skills to structure, develop, implement and evaluate social marketing, media advocacy, risk communication and advocacy efforts for policy change. In addition, ability to lead systematic qualitative and mixed method data collection processes involving interviewing skills, participant observation and focus group development will be developed. Emphasis is placed on critical thinking skills to help students analyze and utilize these skills in research and practice in diverse public health settings.

Required Textbook:
Parvanta, C.E., Nelson, D.E., Harner, R.N. (2018). Public Health Communication, First Edition. Burlington, MA: Jones & Bartlett Learning.

Folio readings: Additional readings are posted under each learning module.

Recommended Texts:
APA (2009). Publication manual of the American Psychological Association. (6th ed). Washington, D.C.: American Psychological Association

DrPH Core Student Learning Outcomes (CORE)

1. Apply evidence-based practice and research methods to advance the field of public health.
2. Develop culturally-sensitive public health policies or programs using interdisciplinary approaches
1. grounded in legal and ethical principles.
2. Integrate knowledge, legal and regulatory approaches, ethical frameworks and varied
3. stakeholder interests in addressing public health problems.
4. Communicate public health information to diverse stakeholders, including individuals at all
5. levels of health literacy, for purposes of influencing behavior and policies.
6. Propose strategies for health improvement and elimination of health inequities including
7. stakeholders, researchers, practitioners, community leaders and other partners.

CEPH DrPH Competencies

Data & Analysis

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health

Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
7. Create a strategic plan
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & Programs

14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional team approaches to improving public health

Education & Workforce Development

18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
20. Use best practice modalities in pedagogical practices

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

Course Objectives:

At the completion of this course the student will be able to:

1. Evaluate the contributions of various health communication strategies to public health.
2. Discuss and select the appropriate communication advocacy approach for achieving population level behavior change.
3. Develop media advocacy approaches for enhancing policy development, implementation and evaluation.
4. Determine the effectiveness of various approaches to risk communication for protecting public health.
5. Discuss the effectiveness of community and policy advocacy skills in influencing public health decision making and policy development.
6. Demonstrate skills to design, implement and analyze qualitative, quantitative, and mixed method research efforts.
7. Discuss the rationale for using mixed methods formative research designs to inform communication and advocacy campaign development.
8. Synthesize data from multiple sources to inform communication and advocacy efforts.
9. Demonstrate the ability to apply findings from consumer research to health communication strategy development.
10. Describe criteria used to determine whether communication campaigns are cost effective (6).
11. Relate the development of health communication-based strategies to multiple program planning activities designed to eliminate health disparities.
12. Practice collaboration development skills and visionary leadership skills.

13. Apply community-based research skills to the development of communication advocacy campaigns that can contribute to the elimination of health disparities in rural communities.

**Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Assessment of Student Learning

Students will apply public health evidence-based strategies to the development of health programs. Learning outcomes will be assessed via the following:

Individual written assignments – For individual written assignments the student will demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written. The student will utilize basic theories, concepts and models from a range of social and behavioral disciplines in public health research as well as demonstrate critical thinking through the integration of advanced public health knowledge and skills.

1. Grant Idea (Assessment 1) – As a method of communicating and advocating on behalf of a research or practice area of interest, students will complete a grant idea. The idea will not consist of a full grant proposal but will provide an overview of a problem that should be addressed and propose a method of addressing the problem. A rubric will be made available in folio. Please see rubric to identify grading criteria. **(75 maximum points; 25 for draft, 50 for final)**

2. Health Communication Plan (Assessment 1)- Under my supervision, students will participate in the development of a social marketing campaign, which will involve conducting qualitative formative research, for an organization that supports their area of interest. If students are unable to identify an organization, I will assign the student a partnering organization. I will provide you with more information throughout the course. Products for the social marketing project will include the development of a comprehensive formative research plan (including instruments), an audience profile using primary and secondary data specific to adults in the community, research results report that is clearly connected to a strategy development plan, and a social marketing campaign, including Product, Price, Placement, and Promotional strategies. **(100 maximum points)**

3. Health Communication Plan Updates (Assessment 1) - The purpose of the plan updates is to allow students the opportunity to receive feedback on progress towards the final submission of the health communication plan and poster project. Project Updates should be completed outside of schedule class hours. **(5 * 25points = 125 maximum points)**

4. **Additional Assignments (Assessment 1)- Research guide and course reflection**

Individual Oral Presentations (Assessment 2) *For individual oral presentation students will* demonstrate proficiency and effectiveness in the communication of core public health principles and practices. The student will utilize basic theories, concepts and models from a range of social and behavioral disciplines in public health research as well as demonstrate critical thinking through the integration of advocacy and health communication and skills. **(Research Guide = 50 points, course reflection = 25 points)**

5. Oral Presentations (Assessment 2) - Students will provide two oral presentations, one on their health communication plan/service project, and an advocacy presentation. The student will demonstrate their ability to communicate the importance of advocating for their specific area of interest. **(2 * 50 points = 100 maximum points)**

6. Poster (Assessment 2) **-** Students will develop and present academic poster on their service-learning project-health communication plan. Students will present the poster as a component of the oral presentation. **(50-point draft + 50-point final = 100 maximum points)**

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Poor classroom engagement behavior includes sleeping with eyes open or closed, texting, earphones in, chatting, checking Facebook, Instagram, or other social media sites, emailing etc. These behaviors are not considered "participating."

"Education is not the learning of facts but training of the mind to think." Albert Einstein

Fall 2019 Course Outline:
Overview of Content to be Covered in the Semester

Week/Dates	Class Topics for Discussion	Assigned Readings	Assessments and Due Dates
Week 1 8/19-8/23	**Syllabus Overview** **Assignment & Class Expectations** **Discussion of Service-Learning Project** **Advocacy Activity**		***All assignments due by 5pm.** **8/25: Grant Idea V.1**
Week 2 8/26-8/30	**What is Health Communication?** **Social Marketing** **Service-Learning Community Partner**	**Parvanta et al:** **Chapters 1-2** **Chapter 8 pgs 205-214**	**8/30: Community Partner**
Week 3 9/2-9/6	**Formative Research- Part I** **Training Class Activity**	**Parvanta et al:** **Chapter9**	**9/6: Research Guide**
Week 4 9/9-9/13	**Media Advocacy** **Worksheet #1**	**Parvanta et al:** **Chapter 6**	**9/20: Plan Update # 1-** **Background and Justification**
Week 5 9/16-9/20	**Mobilizing the Community (CPBM Step One) & Building** **Develop Community Profile (CBPM Step Two)** **Worksheet #2**	**Parvanta et al:** **Chapters 8 through pg 204**	
Week 6 9/23-9/27	**Select Target Behaviors and Audience** **(CBPM Step Three)** **Worksheet #3** **Interviews**	**Parvanta et al:** **Chapters 3**	**9/27: Objectives Plan Update #2-** **Summary/Audience**
Week 7 9/30-10/4	**Product Development** **Lab Day**	**Parvanta et al:** **Chapter 10**	**10/4: Plan Update #3-** **Plan Tactics and Timeline**
Week 8 10/7-10/11	**Community Capacity (CBPM Step Four)** **Formative Research Part II (CBPM Step Five)**	**Parvanta et al:** **Chapter 16**	

		Folio Readings	10/18: Plan Update #4 SWOT Analysis, Research Methods Write-Up
Week 9 10/14-10/18	Market Strategy Intervention Development, & Implementation (CBPM Steps Six - Eight)	Parvanta et al: Chapter 3	10/18: Plan Update #4- Sample Products (N=3)
Week 10 10/21-10/25	Evaluation (CBPM Step Nine)	Parvata et al: Chapter 12	
Week 11 10/28-11/1	Peer Review Day: Results and Discussion One-on-One	Parvanta et al: Chapter 10	11/1: Plan Update #6- Implementation Plan
Week 12 11/4-11/8	APHA		11/8: Plan Update #7- Evaluation Plan
Week 13 11/11-11/15	Lab Day Poster Development Peer Review Day: Poster Drafts	No Readings	11/15: Poster Draft
Week 14 11/18-11/22	Theory Application	Parvanta et al: Chapters 13	11/22: Grant Idea V.2
Week 15 11/25-11/29	Thanksgiving Week		
Week 16 12/2-12/6	Presentation 1: Service-Learning Project Presentation 2: Advocacy		12/6: Course Reflection
Finals Week 12/9-12/13	Final Project		12/11: Final Poster, Communication Plan

COURSE REQUIREMENTS:

Requirements for Written Work

It is expected that students will spend sufficient time reviewing and editing all written documents before submitting them for review and/or grading. All written assignments are required to be free from grammatical and spelling errors. In addition, all written documents should be well-constructed in thought and flow. The instructor reserves the right to: 1) return without the benefit of review any document that is submitted for review and/or grading that violates these standards, and/or 2) reduce the grade of such assignments based upon the frequency and severity of the errors. All documents must be consistent with the *Publication Manual of the American Psychological Association (6th Edition)*.

1. Papers must be typed. Papers will be unacceptable is the text is difficult to read. Please use 12-point font (Calibri or Times New Roman). Set all margins to 1in, and double. **Check the paragraph box that indicates, "DO NOT ADD SPACE BETWEEN PARAGRAPHS."**
2. Correct all errors neatly. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the "s" from a plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot the detect the inappropriate use of correctly spelled words.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use to use terms encountered in class or in our readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult APA Publication Manual (6th edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works others. Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of "0" for the assignment and may result in a failure for the course. If it is a group assignment the same applies for the entire group. Refer to Georgia Southern's Student Handbook for information about Academic Dishonesty.

Instructional Methods

Class meetings will be a combination of lecture, class discussion, and active participation. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended readings and actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

Course Grading Scale

Grant Draft	25 points
Poster Draft	50 points
Research Guide	50 points
Plan Updates	150 points
Communication Plan	100 points
Final Poster	50 points
Final Presentations	100 points
Final Grant Proposal	50 points
Course Reflection	25 points
TOTAL:	**600 points**

Grades:

540-600pts.	90-100%	A
480-539pts.	80-89%	B
420-479pts.	70-79%	C
360-419 pts.	60-69%	D
0-359pts.	0-59%	F

*Grading policies***:** In this course, students do not compete against each other for grades. Each student's grade will be based on the number of points earned during the semester.

A grade of "I" (incomplete) will not be given unless very unusual circumstances are present, such as hospitalization of the student. University regulations do not permit the use of a grade of "I" to avoid a low or failing grade. The rules of the University Committee on Absence will govern any dispute.

*One-Week Rule***: Grades are always the ultimate responsibility of the student. After any grade has been posted to the Folio grade book, there is a one-week (7 days) time limit to make any grade appeals in person and via Folio to the professor. After the one-week period, the grade becomes permanent and indisputable.**

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three-credit hour course, during a regular fifteen-week semester, you should expect approximately ninety hours of work outside of class.

2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.

3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations and Policies:

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc. of what was covered on the day of your absence. **IF you miss exams, quizzes or other assignments because of a missed class, then you will receive a "0".**

2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for **a university excused absence with full documentation**. If you are excused from missing a test, you have one week to make the exam up. If it is not

made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.

4. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted), but some will be turned in during class time. For assignments turned in during class, please place on the front desk as you walk in. These assignments are due within the first five minutes of class, after that they are considered late and will not be accepted.

5. All assignments must be given to the professor directly, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.

6. Please consult the STUDENT CONDUCT CODE 2018-2019 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course.

7. Last day to withdraw from class without academic penalty is **October 14th, 2019.** Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".

8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.

9. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

10. If you are receiving services from the Student Disability Resource Center (SDRC), please come and see me, as soon as possible, to schedule an appointment and to present me with an official accommodation letter.

11. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.

12. When you need to contact me, please do so through Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).

13. Cell Phone Policy: Cell phones are expected to be OFF (or on silent) and OFF your desk (in your purse or bookbag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class. If completing an in-class activity and you are asked to leave you will not receive credit for participation. In case of an emergency, please notify me prior to class.

14. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.

My Commitment to You:
As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful. Please feel free to visit my office, or e-mail me at any time.

Open Door/ Closed Door Office Policy: Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency or you have scheduled an appointment.

Attendance
Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; however, if the student is unable to attend class please contact the instructor via email prior to class. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, lecture will not be repeated. In-class assignments missed by the student will receive a grade of zero. If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor immediately (see make-up exam policy).

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to

complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Undergraduate & Graduate Catalog*).

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, as well as the latest Undergraduate & Graduate Catalog 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.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, 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.

If you are accused of plagiarism by a JPHCOPH, 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
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.

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.

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.

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.

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."

Disability-related Accommodations
Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource

Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

University Calendar for the Semester
The University Calendar is located with the semester schedule, and can be found at:
http://em.georgiasouthern.edu/registrar/resources/calendars/

Portfolio Inclusion
Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Professional Dispositions:

DrPH students are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills DrPH majors are expected to demonstrate:
- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
  - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
    - a salutation,
    - identify who you are,
    - what the contact is in reference to (i.e. CHBE9235), and
    - what you would like me to do.
    - please do not use emoji's or other characters often used in text messages to communicate with me.
  At the bottom of the email, please type out your name.
- Oral and non-verbal communication skills:
  - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
  - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.

- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

**If a student fails to comply with the list of professional skills, the faculty will provide the student with a warning for the first offense. If failure to improved behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

One Final Note
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 to ensure better student learning. 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.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

_____   _____   _____
Student Name (print)   Student Signature   Date