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PHLD 9231 – Health Informatics & Decision Making

Gulzar H. Shah
Georgia Southern University, Jiann-Ping Hsu College of Public Health, gshah@georgiasouthern.edu

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PHLD 9231 – Health Informatics & Decision Making

Fall 2021

Instructor:	Gulzar H. Shah, PhD, MStat, MS
Office:	2009A Hendricks Hall
Phone:	(912) 478-2419 / cell 703 362 9101
E-Mail Address:	gshah@georgiasouthern.edu
Office Hours:	Mondays 10:00-11:30 AM; Wednesdays 3:00-4:30 PM or by appointment. You may request Zoom appointments during office hours
Class Meets:	Online

Course Catalog available at:

http://em.georgiasouthern.edu/registrar/resources/catalogs/

under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: None

Catalog Description:
This course focuses on the fundamental concepts of managing information as an asset in public health and healthcare delivery contexts. Emphasis will be placed on converting data into information and converting information into decision support models.

Required Textbooks:

Magnuson JA, Fu PC. (Eds). *Public Health Informatics and Information Systems* (2nd Edition). London: Springer; 201. ISBN 978-1447142379
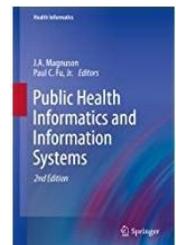
Required Readings:
In addition to the required text reading, additional readings are given, as listed in the **course schedule**.

Optional Readings:
Kabene SM (ed.). *Healthcare and the Effect of Technology: Developments, Challenges and Advancements.* New York: Information Science Publishing, 2010.

Suggested Software:
Endnotes or Mendeley

Microsoft Excel (for graphics)

Communication:

My preferred communication method is email (address above). Expect class announcements, updates, and other items as they arrive to be distributed via email.

DrPH Core Student Learning Outcomes Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

1. Explain effects of environmental factors on a population's health
2. Explain biological and genetic factors that affect a population's health
3. Explain behavioral and psychological factors that affect a population's health
4. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
5. Explain how globalization affects global burdens of disease
6. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

CEPH Concentration Competencies

Public Health Leadership Competencies

1. Evaluate the economic, professional, social and legislative influences as well as values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services, safety and preparedness, for the public.
2. Analyze the trends in planning, resource allocation, and financing and their effects on consumers, providers, and payers in public health; evaluate the main components and issues of the organization, financing and delivery of public health systems in the US.
3. Evaluate the application and role of policy and management on the conduct of public health research and practice through the application of qualitative and quantitative research methods for public health problem solving; evaluate grants, proposals or cooperative agreements for funding from external sources.
4. Assess the ability to manage programs within budget constraints through analysis of budget preparation with justification and evaluation as related to public health initiatives; apply prevention effectiveness models to prevention strategies through cost effectiveness, cost-benefit, and cost-utility analysis.
5. Analyze leadership skills for building partnerships in public health; analyze health policy and management effectiveness using appropriate channels and technologies.
6. Evaluate the process for strategic planning and marketing for public health through the analysis of quality, cost benefit, and performance improvement concepts and develop a

plan to implement a policy or program, including goals, outcomes and process objectives, staffing plans, budget and implementation steps.

7. Analyze the policy development, assessment, and evaluation process for improving the health status of populations including urban rural differences while applying population and individual ethical considerations in relation to benefit, cost and burden of public health programs. Use this knowledge to advocate for programs and resources that advance the health of the population

8. Analyze information from various sources to resource and program decision making and evaluate how "systems thinking" can contribute to solving public health organizational issues and problems while being mindful of the principles of health equity for public health problem solving.

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

1. Identify and describe the types of information systems available to lead and manage public health initiatives and projects (goals 5, 7, 8);
2. Compare the strengths, weakness and costs of public health information systems (goals 5, 6, 8,);
3. Identify and describe various decision-making approaches (goals 1, 3, 5, 6, 8);
4. Describe management principles to health information systems and technology (goals 4, 7);
5. Apply IT-based decision making concepts to find reasonable answers to public health leadership and managerial problems (goals 1, 3, 5, 6, 8);
6. Describe the various tools available to public health leaders to make decisions amid a dynamic environment of diversity and scarce resources (goals 1, 3, 4, 7);
7. Develop a grant proposal that incorporates informatics and determines a possible solution for a public health problem or healthcare management issue (goals 1, 3, 5, 6, 7, 8).

Assessment of Student Learning

The major outcome of this course will be a research proposal, developed throughout the course, in stages, that addresses an issue in public health informatics or uses informatics/decision making models to address a public health problem. During each stage, feedback will be given to aid students to successfully transition to the next stage. Students will begin with a research question or topic and build this into a full grant proposal to be handed at the end of the semester. An outline of the proposal format (NIH/AHRQ style) is included at the end of the syllabus. **The proposal will be turned in through Folio. Instructions for turning in the proposal will be posted in the LEARNING MODULE for the week the assignments are due.**
Specific assignments and the schedule is:

Assignment	Description	Due dates
Research Grant Proposal *Deliverable 1*	*Research question and specific aims.* In one page, state the relevant public health informatics problem and your research question. The research question should develop naturally from the issue. List 2 or 3 specific aims for your proposed project. Specific aims are the general steps you would undertake to answer the question. Aims are not hypotheses.	TUESDAY 9/14 (MODULE 4) by 11:59 PM
Research Grant	*Preliminary outline, general framework, and methods.*	TUESDAY 10/5

Proposal *Deliverable 2*	Following the included guide, prepare a detailed outline of the proposal. The outline should indicate the proposal's major sections and subsections. At this point try to have developed both the methods (describe what kind of study design will be used, preliminary measures and analysis techniques) and a conceptual framework to help guide your investigation. The framework may come from one of the IS theories or decision-making models discussed in class, those introduced in the readings, or elsewhere.	(MODULE 7) by 11:59 PM
Research Grant Proposal *Deliverable 3*	*Final proposal.* Students will write the background and approach sections (i.e., specific aims, significance, innovation, and approach) of a grant application in the NIH/AHRQ style. Excluding references, the total length of the paper should be between **5 and 6 single** spaced pages. All sources are expected to be cited properly following AMA 10th edition citation style.	TUESDAY 11/23 (MODULE 14) by 11:59 PM
Summary data from a public health information system	Students will select a public health information system (a web-based data query system – WDQS) and explore the topics/variables for which information is available from the system. Based on the system's capacity for the info, the students will develop up to three research questions and use the selected WDQS to create summary tables required tsa so answer your research question. Interpret summary data briefly, not to exceed 600 words of text. In addition to several systems developed by CDC, AHRQ's HCUPnet (https://hcupnet.ahrq.gov/) and NACCHO's Profile Query System (http://nacchoprofilestudy.org/profile-iq/), and many state health departments have developed their own WDQSs (see GA Oasis - https://oasis.state.ga.us/ and Utah's IBIS - https://ibis.health.utah.gov/ibisph-view/) Friedman DJ, Parrish RG. Characteristics, Desired Functionalities, and Datasets of State Web-based Data Query Systems. *Journal of Public Health Management & Practice.* 12(2):119-129, March/April 2006).	TUESDAY 11/9 (MODULE 11) by 11:59 PM
Weekly quizzes and Discussion Posts	Each module will have a quiz that covers lecture materials and readings. The questions will be either multiple choice, T/F, matching, fill-on-blank, or short answer. The quizzes will become available on Friday and be due on **Tuesday by 11:59 PM**. Each module will also have a Discussion post that will be related to the material in the module. Please read and follow the directions in each discussion post. The discussions will become available on Monday and be due on **Friday by 11:59 PM**.	TUESDAY, 11:59 PM

Final exam.	The intent of the exam is to be a practice from your comprehensive exam. It will be two to three essay questions that not only cover class content, but will ask you to integrate what you have learned in other courses. You will be free to use whatever class materials you wish. This exam should not take you more than 2 hours 10 minutes to finish (but I have not set a time limit). It will be **made available** on **Thursday 12/02 at 11:59 PM** (midnight) and **must be submitted** through Folio by midnight of **Saturday 12/04 (by 11:59 PM**; that provides about 48 hours).For the exam you must: 1) provide citations to justify your points and 2) write well (grammar, style, logic, etc.). Expect each question to require 3 to 4 pages (excluding references) to answer.	**(12/5-12/6)**

Each week or "learning module" will be a combination of readings from the book, readings from selected articles, PowerPoint presentations, web demonstrations, assignments and quizzes. You may consider using Google Hangout for this. This helps keep the power point videos at a manageable length and optimized for the web. All power point videos are viewable within Folio. Disclaimer: if you watch the videos through YouTube I have no control over the content of what "suggested" or "recommended" videos will appear.

Overview of the content to be covered the semester:

Date	Topic(s)	Readings	Assessments
Week 1: 8/11- 8/17	Course Introduction, Syllabus, Assignments & Logistics	*Supplemental Readings*	Quiz and Discussion
Week 2: 8/18- 8/24	Information system basics, data, information, and informatics	*Chapters 1 & 2 Supplemental Readings*	Quiz and Discussion
Week 3: 8/25- 8/31	Key Public Health Information Systems 1: Vital Statistics & Morbidity Data	*Chapters 14, 16, & 17 Supplemental Readings*	Quiz and Discussion
Week 4: 9/1- 9/7	Standards, Terminologies, Coding & Data Management	*Chapter 8 Supplemental Readings*	Quiz and Discussion
Week 5: 9/8- 9/14	Key Public Health Information Systems 2: Syndromic Surveillance & Toxicology	*Chapters 15 & 19 Supplemental Readings*	Quiz and Discussion
Week 6: 9/15- 9/21	Key Public Health Information Systems 3: HITs, GIS, & Web-based Data Query Systems (WDQS)	*Chapters 21 & 22 Supplemental Readings*	Quiz, Discussion, and Topic Presentation

Week 7: 9/22-9/28	Introduction to Clinical HIT	*Chapter 24 Supplemental Readings*	Quiz and Discussion
Week 8: 9/29-10/5	Key Public Health Information Systems 4: Morbidity, Risk Factors and Utilization	*Chapter 18 Supplemental Readings*	Quiz and Discussion
Week 9: 10/6-10/12	Management of IT/IS: Project Management Strategy & Implementation	*Chapters 12 Supplemental Readings*	Quiz and Discussion
Week 10: 10/13-10/19	Security, Privacy & Safety	*Chapter 9 & 11 Supplemental Readings*	Quiz, Discussion, and Topic Presentation
Week 11: 10/20-10/26	Evaluation: Organizations' & Individuals' Needs for Information	*Chapter 13 Supplemental Readings*	Quiz and Discussion
Week 12: 10/27- 11/2	Public Health Informatics	*Chapter 5 Supplemental Readings*	Quiz and Discussion
Week 13: 11/3- 11/9	Policy/MACRA/Regional Extension Centers (I)	*Chapter 29 Supplemental Readings*	Quiz, Discussion, and Topic Presentation
Week 14: 11/10-11/16	Policy/MACRA/Regional Extension Centers (II)	*Chapter 32 Supplemental Readings*	Quiz and Discussion
Week 15: 11/17-11/23	Organizational Accountability and Patient Satisfaction	*Supplemental Readings*	No Assessment
Week 16: 11/24-11/30	Thanksgiving	No Readings	No Assessment
Week 17: 12/1- 12/7	Final Exams Week	*Review Course Materials*	Final Exam

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.

Instructional Methods

Unlike undergraduate or MPH programs, this course is built on the principles of adult pedagogy where the instructor has put together most relevant resources for each module, with an expectation that students will critically and thoroughly read the materials. To draw students' attention to most important themes and concepts, the instructor has included short videos in most of the modules as needed. Students' thorough understanding of the readings is assessed through weekly quizzes. Prior to completing the quiz for each module, the students are 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 set of readings.

Grading:

Research proposal		**35%**
	Question & specific aims	2%
	Preliminary outline	3%
	Final proposal	30%
Class participation		**40%**
	Discussion board postings	10%
	Weekly quizzes	30%
Summary data from a public health information system		**10%**
	Use of public health information system: formulation of research question, presentation of summary data and their interpretation	
Final Exam		**15%**
Total		***100%***

The following scale will be utilized in grading:

90.0% - 100%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60.0% - 69.9%	D
< 59.9%	F

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

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.

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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 data

Exceptions: We may not check FOLIO or GSU email over the weekends. If you send us 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 instructors within a

reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructors.

COURSE EXPECTATIONS
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 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: h ttp://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 for 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."

University Calendar for the Semester

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

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 h ttp://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 h ttp://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)   Preferred Name (print)   Date

_____
Student Signature