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PUBH 4330- Promotional Strategies for Health Programs

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 4330- Promotional Strategies for Health Programs
Fall 2018

Instructor: James Thomas, MPH.
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E-Mail Address: jamesthomas@georgiasouthern.edu
Office Hours: Mondays and Wednesdays 1:00pm-4:00pm
Class Meets: Section A: Tuesdays, Thursdays 11:00am-12:15pm; IT Building, Room 3210

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

Prerequisites: A minimum grade of "C" in PUBH 2131 (Introduction to Community and Public Health).

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

Catalog Description

This course explores the application of social marketing and communication theory to the development of strategies to enhance health education and promotion programs.

Required Textbook:

Bensley, R.J. & Brookins-Fisher, J. (2019). *Community and Public Health Education Methods: A Practical Guide, Fourth Edition*. Sudbury, MA: Jones and Bartlett Publishers. ISBN 9781284142174

McLaughlin, J. (2003). *Strategies for Publicity: A Handbook for Health Professionals*. Statesboro, GA: Eagle Press. (SFP) Provided for you on Folio

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

BSPH Core Student Learning Outcomes (CORE)

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. Graduating students in the Health Education and Promotion program will be able to demonstrate effective communication by using credible and valid health information and resources to demonstrate argumentation, analysis, and synthesis skills writing through the

development of comprehensive health promotion program plans and materials by

- a. Communicating a clearly defined purpose
- b. Gathering appropriate primary and secondary data to support a rationale for addressing public health problems
- c. Identifying, evaluating and selecting credible evidence or practice based public health programs and information
- d. Organizing ideas and information consistent with the purpose
- e. Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders.
- f. Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style)

BSPH Competencies

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education.

CEPH Concentration Competencies

CEPH BSPH Competencies

Public Health Communication

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.

Information Literacy

The ability to locate, use, evaluate and synthesize public health information.

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

Course Objectives

The course is designed to introduce students to some of the basic principles and perspectives of public health education in the United States, particularly as they relate to developing fundamental skills in communicating health information to the public. As a result of taking this course, students will be able to:

- Distinguish among the concepts, language, and issues of publicity, public relations, social marketing, and health communication as they apply to health education and health behavior programs;
- Describe and apply the procedure for developing a public relations plan for a health-related program or agency;

- Describe and apply appropriate design principles for health-related print materials;
- Describe and apply the steps of developing health-related informational and publicity materials for the print media, including writing news copy and developing infographics, newsletters, flyers, posters, and press kits;
- Describe and apply the principles of publicity and health communication using electronic media such as radio, television, and computers;
- Describe and apply the procedure for presentations as a program implementation strategy; and
- Describe and apply the development of special relationships with media gatekeepers and vendors such as newspaper editors, television and radio producers, printers, and others.

Assessment of Student Learning

Learning outcomes will be assessed via the following:

- in-class activities
- lab assignments
- in-class quizzes
- press kit components
- final exam

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

Fall 2018 Course Outline:
Abbreviations: *CHE*- Community Health Education Methods textbook
SFP: Strategies for Publicity Handbook (Folio) [Module]
Overview of Content to be Covered in the Semester

Week/Dates	Day	Class Topics for Discussion	Assigned Readings	Due Dates
Week One 8/13-8/17	Tuesday	Introduction and Course Overview What is Health Communication? [M1]	CHE: Chapter 4 CHE: Chapter 5	*All Thursday assignments due by 5pm. The term "draft" indicates a completed component and not the start of a component.
	Thursday	Overview of Social Marketing [M2] Partner Selections		
Week Two 8/20-8/24	Tuesday	Lab #1: Organization Planning		8/21: Organization name, logo, and topic due
	Thursday	Print Materials Basics [M3] Creating and Promoting your Organization Setting Goals and Objectives, Writing a Mission Statement [M4]		
Week Three 8/27-8/31	Tuesday	Lab #2: Branding and Strategic Planning	CHE: Chapter 1 CHE: Chapter 5 SFP: Book #1 (Folio)	8/28: Branding and Strategic Planning Worksheet due
	Thursday	Behavior Change Theories in Health Communication [M5] Quiz Review		
Week Four 9/3-9/7	Tuesday	Day After Labor Day: No Class	NIH Pink Book: Stage 3 (Folio) CHE: Chapter 7 CHE: Chapter 10	
	Thursday	Quiz 1: M1-M5 Developing Materials and Pretesting (Formative Research) [M6]		
Week Five 9/10-9/14	Tuesday	Lab #3: Fact Sheets	CHE: Chapter 2 CHE: Chapter 3	9/11: Fact Sheet
	Thursday	Promoting Health in Multi-Cultural Society[M7]		

				Worksheet and Pre-Draft due
Week Six 9/17-9/21	Tuesday	Lab #4: Infographic	CHE: SFP: Book #2 and #11 Radio (Folio)	9/18: Infographic worksheet due
	Thursday	Publicity, Radio, & Print [M8] Advertising and Marketing (non-traditional sources) [M9]		
Week Seven 9/24-9/28	Tuesday	Lab # 5: Newsletters	CHE: Chapters 9	9/25: Newsletter worksheet due
	Thursday	Quiz 2: M6-M9 Working with Media & Television/ How Media Can Influence Policy [M10]		
Week Eight 10/1-10/5	Tuesday	Lab #6: Advertisements (Ad & Flyer)	CHE: Chapters 13 CHE: Chapters 8	10/2: Advertisements (Ad and Flyer) worksheets due
	Thursday	Social Media Activity		
Week Nine 10/8-10/12	Tuesday	Lab #7: Social Media Strategy and Blog Post	Folio: Social Media CDC Tool Kit Folio Reading	10/9: Social Media and Blog Posts due
	Thursday	Developing a Plan for Monitoring and Evaluation [M11]		
Week Ten 10/15-10/19	Tuesday	Lab #8 Brochure		10/16: Brochure Worksheet due 10/18: 1 st half Press kit revisions (fact sheet, infographic, newsletter, advertisement, flyer)
	Thursday	Quiz 3: M10-M11 Work on Press Kit Drafts		
Week Eleven 10/22-10/26	Tuesday	Lab #9 Website	Folio Reading	10/25: Brochure draft due
	Thursday			

		Establishing Budgets and Finding Funding [M12] Implementation Plan and Sustaining Behavior [M13]		
Week Twelve 10/29-11/2	Tuesday	Lab #10: News Release	CHE: Chapter 6	11/1: Website Draft Due
	Thursday	Selecting Presentation Methods [M14]		
Week Thirteen 11/5-11/9	Tuesday	Quiz 4		11/8 News Release Draft Due
	Thursday	Lab #11: Delivering Effective Presentations		
Week Fourteen 11/12-11/16	Tuesday	Presentation Activity		
	Thursday	Presentation and Press Kit Finalizing		11/15: Final Press Kit submission (in-class and online) Can be delivered to Henderson 2034 or submitted in class during the week. 11/15: Presentation slides due
Week Fifteen 11/19-11/23	Tuesday	Thanksgiving Week: No Class		
	Thursday			
Week Sixteen 11/26-11/30	Tuesday	Presentations	No assigned readings	11/29: Reflections Due
	Thursday	Presentations		
Finals Week 12/3-12/7		Final Exam Thursday December 6, 2018 10:00 AM- 12:00 P.M.		

COURSE REQUIREMENTS:

1. Quizzes (80 points maximum)

Five quizzes will be given throughout the semester in class. Students who are tardy or absent without a medical or university approved excuse will not be allowed to make up quizzes or exams. A student arriving more than 5 minutes after class has begun or after the first quiz/exam has been turned in (whichever comes first) will not be allowed to take the assessment.

2. Final Exam (100 maximum points)

The final exam will be given during the University appointed time. Make-up exams will not be allowed.

1. Comprehensive and written.
2. Questions will be based on ALL material covered in lectures, handouts, films, lab assignments, and assigned readings. It is important that you know the course content very well.

3. Educational Materials Portfolio (290 maximum points):

The Educational Materials Portfolio: Marketing components will be completed throughout the semester with varying due dates (see course schedule for more info). The project will be completed in groups (pairs) assigned the first week of classes. Each draft component will be graded separately and returned to the group for revisions. *Upon return of the item, each group is asked to make all corrections, reprint the component, and put a hardcopy along with the originally graded (earlier draft) in their "Marketing Plan/ Press Kit Materials Portfolio."* **Please see the Press Kit Project information sheet for detailed grading information and press kit requirements.**

Marketing Plan/ Press Kit Materials Components:

- Fact Sheet (20 points)
- Infographic (20 points)
- Newsletter (20 points)
- Advertisement 1: Ad (20 points)
- Advertisement 2: Flyer (20 points)
- Website (20 points)
- Brochure (20 points)
- Blog Post (only lab assignment due prior to submission)
- Social Media (only lab assignment due prior to submission)
- News Release (20 points)
- Presentation Slides (10 points)
- Presentation (20 points)
- Final Portfolio (100 points)

4. Attendance (50 maximum points)

Attendance will be taken randomly throughout the semester. Each day is worth 5 points.

5. Class Activities and Assignments (25 maximum points)

Students will complete in-class assignments and activities as assigned. These activities will vary throughout the semester. Students must be present and on-time to receive credit. No make-up activities will be provided. Activities will include things such as reflections, critiques, in-class work (individual/group), in-class brief presentations, etc. Each activity will have specific instructions and criteria, so please read before completion.

6. Lab Assignments (55 maximum points)

Students will complete assignments for each lab. These activities will vary and all contribute to the development of their Marketing Plan and Press Kit Materials.

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

Quizzes	80 points
Final Examination	100 points
Draft Press Kit Components	160 points
Presentation Slides/Presentation	30 points
Press Kit Portfolio	90 points
Reflection	10 points
Class Activities and Assignments	25 points
Attendance	50 points
Lab Assignments	55 points
<hr/>	
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 2017-2018 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 8th, 2018**. 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.

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:

BSPH 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 BSPH 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. PUBH4330 and section), 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, 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