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PUBH 7090 – Public Health Practice Trends

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 7090 – Public Health Practice Trends
Fall 2018

<u>Instructor:</u>	Gulzar H. Shah, PhD, MStat, MS
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<u>Phone:</u>	(912) 478-2419
<u>E-Mail Address:</u>	gshah@georgiasouthern.edu
<u>Office Hours:</u>	Mondays 10:00-11:30 AM; Wednesdays 3:00-4:30 PM or by appointment Will be on Skype during this period (My Skype id is gulzar_gsu)
<u>Co-Instructor:</u>	Kristie C. Waterfield, MBA
<u>Office:</u>	Hendricks 2018
<u>Phone:</u>	(912) 478-2419
<u>E-Mail Address:</u>	kw05271@georgiasouthern.edu
<u>Office Hours:</u>	Tuesdays 10:30 AM -12:00 PM; Thursdays 12:00-1:30 PM or by appointment Will be available via Google Hangout during this period (id is GSU Email)
<u>Class Meets:</u>	On-line

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

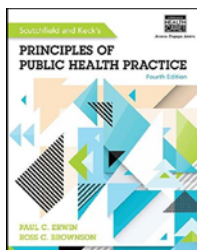
Prerequisites: NONE

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>
Access to course materials are available for up to one year after graduation.

Catalog Description

Today's public health landscape is increasingly complex and constantly changing. This course focuses on emerging trends and challenges in public health practice that epitomize the increasing complexity and nature of challenges facing public health practitioners.

Required Textbook:



Erwin, P. and Brownson, R. (Eds.) *Scutchfield and Keck's Principles of Public Health Practice* (4th Edition). Boston: Cengage Learning; 2017. ISBN: 978-1- 2851-8263-6

Required Supplemental Readings:

In addition to the required text reading, additional readings are given, as listed in the **course schedule**.

Optional Readings:

- Gastel, B. and Day, R. *How to Write and Publish a Scientific Paper* (8th edition). Denver:Greenwood 2016. ISBN: 978-1-4408-4263-4
- Gopen GD & Swan JA. The science of scientific writing. *American Scientist*. Nov/Dec90, Vol. 78 Issue 6, p550-8.

Suggested Software:

Reference Citations

- EndNote
- Mendeley
- WebCite® (free registration)

Data Analysis

- Stata
- SPSS

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 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

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.

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. Articulate the history and development of public health practice systems in the United States (goals: 2, 8)
2. Describe how, why and what of public health practice including its important features, emerging trends, and public health workforce issues (goals: 1, 2, 8)
3. Identify and explain tools used in public health practice for community health assessments, planning, and implementation, performance management and quality improvement (goals: 6, 7)
4. Describe public health practice setting, including various components, such as federal, state, local, tribal, and analyze respective authorities, roles, responsibilities, influences, challenges, activities, and emerging trends (goals: 1, 2, 4, 5, 8)
5. Analyze resource-sharing and partnerships of public health agencies with other components of health systems and community partners, including barriers, decision-drivers and justification for resource-sharing and partnerships (goals: 2, 7, 8)
6. Describe resource allocation issues in public health and analyze financial constraints in public health practice, strategies, challenges, and impact on public health initiatives and population health (goals: 1, 2, 4)
7. Describe public health governance classification of state and local health departments
8. Define public health governance functions and analyze the impact of governance function performance by a governing body (such as local board of health) on public health practice (goals: 6)
9. Define evidence-based public health (EBPH), describe principles, tools, framework, barriers, /informatics of EBPH, and analyze use of EBPH in public health practice (goals: 3,5,7)

10. Define practice-based public health and understand principles of use of public health data and surveillance (goals: 3,7)
11. Define health equity, health disparities, diversity, and inclusion and cultural competence and describe their importance in public health practice (goals: 1, 7, 8)

Assessment of Student Learning

The major outcome of this course will be a research article to be submitted in the final week of the semester, developed throughout the course, in stages, that covers an emerging public health practice topic or addresses an issue in public health practice. During each stage, feedback will be given to aid students to successfully transition to the next stage.

Specific assignments and the schedule is:

Assignment	Description	Due Date
Research Article (deliverables 1, 2, & 3)	Students will begin with a set of research questions and topic and build this into a full research article to be handed before the end of the semester. Students will work in groups of two class-fellows, the instructor, the co-instructor, and an additional faculty coauthor (to be proposed and approved by the instructor). https://jphmpdirect.com/boxes/	Described below; for each specific deliverable.
<i>Research article deliverable 1</i>	<i>Purpose and Research question.</i> In one page, state the relevant public health practice study purpose and your 1-3 research question(s). The research question should be based on feasibility/type of data and the type of article (see details in the research article deliverable 2, in the following section).	SUNDAY 09/09 (MODULE 4) by 11:59pm
<i>Research article deliverable 2</i>	<i>Preliminary outline, general framework, and methods.</i> Following the included template developed by Novick and colleagues titled - Writing in Boxes -- prepare a detailed outline of the proposed research article. The outline should indicate the article's major sections and subsections. At this point it is crucial to have finalized the type of article research questions, methods (study design, data sources, measures and analysis techniques) and a conceptual framework to help guide your investigation. The article type may include: (a) Research full reports, (b) Research brief reports, & (c) Scoping or systematic reviews Examples of data sources : 2015 Forces of Change; 2016 Profile of LHDs; 2015 LHD Informatics Survey. [Potentially linked with additional data sources on community characteristics as needed]	SUNDAY 09/23 (MODULE 6) by 11:59pm
<i>Research article deliverable 3</i>	<i>Final Manuscript.</i> The manuscript will include a title page, structured abstract (300 words), introduction, methods, results, discussion, conclusion, tables/figures, and references.	SUNDAY 11/18 (MODULE 14) by 11:59pm

	Excluding references, abstract, & tables/figures, the total length of the paper should be 3000 words . All sources are expected to be cited properly following AMA 10 th edition citation style.	
<i>Critique of a peer-reviewed research article</i>	Students will briefly summarize and extensively evaluate an assigned peer-reviewed research article. In the summary section, you should write a brief (up to 500 words) summary of the article in <u>your own words</u> . In the critique section, you should write a critique (1500-2000 words) that highlights the merits and faults within the assigned article.	SUNDAY 10/21 (MODULE 10) by 11:59pm
<i>Evaluation of Writing in Boxes tool.</i>	The purpose of this evaluation is to provide an opportunity for the developers of the “Writing in Boxes” tool to receive helpful formative feedback from students.	SUNDAY 12/02 (MODULE 16) by 11:59pm
<i>Weekly quizzes</i>	Each module will have a quiz that covers all readings and supplemental materials. The questions will be a mixture of multiple choice, true/false, multi-select, and short answer. The quiz will become <u>available on Fridays</u> and be due on Sunday by 11:59 PM .	SUNDAYS, 11:59pm
<i>Final Exam</i>	The intent of the exam is to be a practice from your comprehensive exam. It will be two 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. The exam will be made available on Monday 12/03 at 12:00 AM (midnight) and must be submitted through Folio by Tuesday 12/04 at 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.	(12/03-12/04)

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.

Overview of the content to be covered the semester:

Date	Topic(s)	Readings	Assessments
Week 1: 8/13-8/19/18	Overview of Public Health Practice	Chapters 1-2 Supplemental Readings	Quiz and Online Discussion: To assess students' mastery of learning outcomes and encourage progress.
Week 2: 8/20-8/26/18	Organization of Public Health Practice Agencies	Chapters 7-10 Supplemental Readings	Quiz and Online Discussion
Week 3: 8/27-9/2/18	Collaborations, Partnerships and Cross-Jurisdictional Sharing in Public Health	Supplemental Readings	Quiz and Online Discussion

Week 4: 9/3-9/9/18	Public Health Agencies' Finances	Supplemental Readings	Quiz and Online Discussion
Week 5: 9/10-9/16/18	Public Health Governance	Supplemental Readings	Quiz and Online Discussion
Week 6: 9/17-9/23/18	Evidence-Based Public Health	Chapter 11 Supplemental Readings	Quiz and Online Discussion
Week 7: 9/24-9/30/18	Evidence-Based Public Health II	Supplemental Readings	Quiz and Online Discussion
Week 8: 10/1-10/7/18	Practice-Based Public Health Research	Chapter 12 Supplemental Readings	Quiz and Online Discussion
Week 9: 10/8-10/14/18	Fostering a Culture of Quality Improvement	Chapter 16 Supplemental Readings	Quiz and Online Discussion
Week 10: 10/15-10/21/18	Public Health Workforce	Chapter 18 Supplemental Readings	Quiz and Online Discussion
Week 11: 10/22-10/28/18	Integration of Primary Care and Public Health	Chapter 24 Supplemental Readings	Quiz and Online Discussion
Week 12: 10/29-11/4/18	Health Equity, Social Determinants of Health and Health Disparity	Chapters 3 & 25 Supplemental Readings	Quiz and Online Discussion
Week 13: 11/5-11/11/18	Public Health Practice in a New Era	Chapters 30-32	Quiz and Online Discussion
Week 14: 11/12-11/18/18	Tools in Public Health Practice	Supplemental Readings	Quiz
Week 15: 11/19-11/25/18	Thanksgiving Holiday	No readings	No assessment
Week 16: 11/26-12/2/18	Community Health Assessment (CHA) & Community Health Improvement Planning (CHIP)	Chapters 13 & 17	Quiz and Online Discussion
Week 17: 12/3-12/5/18	Final Exams Week		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

This class is presented in an online format via Folio. Prior to the start of the semester, substantial effort has been put into the course to prepare it for online delivery to students. Once the semester begins, the primary burden then falls to the student to keep up with the material. Thus, while an online course may provide a bit more flexibility in terms of scheduling the various course tasks, many students feel that on-line courses are actually more work.

To facilitate each student's progression in this course, the material has been broken down into 15 modules that cover the course material through the final exam. There are 15 weekly quizzes, written assignments,

discussions, and a final exam, that will challenge students as they are intended to promote deeper understanding of the material and they do not simply measure surface knowledge.

Delivery of the material is through the use of the textbook, presentations, on-line resources, and videos. There will be supplemental readings assigned throughout the course. This course covers quite a bit of information that will get increasingly complex. Thus, it is imperative that you keep up with the modules and let us know immediately if you are having any problems.

Grade Criteria:

Assignment	Description	% of Final Grade
Research Article	Purpose and Research question	2%
	Preliminary outline, general framework, and methods	3%
	Final Manuscript	35%
Class Participation	Evaluation of Writing in Boxes tool + Discussion posts	10%
	Weekly Quizzes	30%
Critique of a peer-reviewed research article		10%
Final Exam		10%
Total		100%

Grade Distribution:

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

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

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:

<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/>

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