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PUBH 4234 – International Development in Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 4234 – International Development in Health
Fall 2019

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<u>Office Hours:</u>	By appointment only.
<u>Class Meets:</u>	Online
S – Statesboro Campus; A – Armstrong Campus	

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

This course will describe key cultural, social, and economic issues and methods in global health, and thus provide essential background for other core courses. The course is interdisciplinary, emphasizing the fields of anthropology, sociology, public health, global health, and critical global health studies. This course explores aspects of health inequalities and demonstrates how the sources of health inequalities (including globalization, the impact of social, economic, and political systems, the local and global economy, transnational organizations, culture, race, class, gender, and sexuality) are rooted in injustices that create and sustain the conditions that lead to disparities in health status and health care both domestically and globally.

Required Textbook:

Mukherjee, J.S. (2019). *An introduction to global health delivery: Practice. Equity. Human Rights*. New York, NY: Oxford University Press. ISBN – 9780190662455

Required Resource:

CSDH (2008). Closing the gap in a generation: health equity through action on the social

determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva, World Health Organization. Retrieved from http://apps.who.int/iris/bitstream/handle/10665/43943/9789241563703_eng.pdf?sequence=1.

Hofrichter, Richard. (2003). *Health and social justice: politics, ideology, and inequity in the distribution of disease*. San Francisco, CA: Jossey-Bass. ISBN-10: 0787967335

BSPH Core Student Learning Outcomes

1. Students will develop a health promotion program plan to assess needs and capacities that affect a selected community's health (Assessment: Service Learning Reflection; Needs Assessment portion of the program plan).
2. Students will apply public health evidence-based strategies to the development of health programs (Assessment: program plan & executive summary; systematic literature review).
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication (Assessment: Health Education and Promotion press kit; Health promotion planning executive summary).
4. Students will create strategies for promoting health improvement and disease prevention (Assessment: Environment and your health project; Future Assignment in Chronic Disease course to be developed).

CEPH Concentration Competencies

At the completion of a BSPH program at Georgia Southern University, students will demonstrate the ability to do the following:

1. Assess population needs, assets, and capacities that affect communities' health.
2. Apply cultural values and evidence-based practices to the design or implementation of public health programs.
3. Integrate cultural competence in public health practice and communication.
4. Understand the organization and function of global and domestic health systems.
5. Promote strategies for health improvement and disease prevention.

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)

At the end of this class, the student will:

1. Describe the political, social, and economic issues that affect the health of global populations.
2. Identify the ethical foundations behind the distribution of wealth and resources and their impact on disparities in health.
3. Compare and contrast sources of health inequalities, including their cause and impact on conditions that lead to health status and healthcare of populations.
3. Examine the impact of poverty and socioeconomic factors on global health injustices.
4. Discuss the importance of measuring health inequalities for assessing global health status
5. Describe the roles and responsibilities of public health professionals for addressing health inequalities and injustices.
6. Identify ways that geography and natural disasters contributes to global health injustices around the world.

Assessment of Student Learning

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/Resource	Assessment
Week 1: 8/19/2019 – 8/25/2019	Introductions (Self and Course)		<p>Discussion Board: Self-Introduction w/ Reply to Classmate</p> <p>**Attendance Verification**</p> <p>post Self-Introduction w/ Reply to Classmates by Tuesday, August 20th by 11:59 pm ET.</p> <p>Week 1 Discussion Board: **separate from attendance verification**</p> <p>Week 1 Discussion Boards</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, August 21st at 11:59pm ET. Period ends on Sunday, August 25th at 11:59pm ET.</p>
Week 2: 8/26/2019 – 9/1/2019	Roots of Global Health Inequities	Mukherjee: Chapter 1	<p>Group Assessment: All students will participate in online discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 2 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, August 28th at 11:59pm ET. Period ends on Sunday, September 1st at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week’s readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is</p>

			<p>due in the appropriate dropbox by Sunday, September 1st at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 1, which is related to the week's content. This quiz will evaluate the student's knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, September 1st at 11:59pm ET.</p>
<p>Week 3: 9/2/2019 – 9/8/2019</p>	<p>Setting the Scene for a Global Approach to Health Equity: Evidence, Action & Actors</p>	<p>CSDH: Parts 1 & 2</p>	<p>Group Assessment: All students will participate in online discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 3 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, September 4th at 11:59pm ET. Period ends on Sunday, September 8th at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week's readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, September 8th at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 2, which is related to the week's content. This quiz will evaluate the student's knowledge and understanding of the material presented in</p>

			the readings. This quiz must be completed by Sunday, September 8 th at 11:59pm ET.
Week 4: 9/9/2019 – 9/15/2019	Lessons Learned from the AIDS Movement	Mukherjee: Chapter 2	<p>Group Assessment: All students will participate in online class discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 4 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, September 11th at 11:59pm ET. Period ends on Sunday, September 15th at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week’s readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, September 15th at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 3, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, September 15th at 11:59pm ET.</p>
Week 5: 9/16/2019 – 9/22/2019	Global Health, Burden of Disease, & Equity from the Start Additional Resource for Reflection Paper 1	Mukherjee: Chapter 4	Individual Assessment: Reflection paper 1 should focus on weeks 2-4. Due in the appropriate dropbox by

			<p>Sunday, September 22nd at 11:59pm ET.</p> <p>Group Assessment: All students will participate in online class discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 5 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, September 18th at 11:59pm ET. Period ends on Sunday, September 22nd at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week’s readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, September 22nd at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 4, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, September 22nd at 11:59pm ET.</p>
Week 6: 9/23/2019 – 9/29/2019	Social Forces & Their Impact on Health	Mukherjee: Chapter 5 CSDH: Part 3 Chapter 6	Group Assessment: All students will participate in class discussions to share reflections on the readings, with application global health inequities.

			<p>Week 6 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, September 25th at 11:59pm ET. Period ends on Sunday, September 29th at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week’s readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, September 29th at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 5, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, September 29th at 11:59pm ET.</p>
<p>Week 7: 9/30/2019 – 10/6/2019</p>	<p>Giving Care, Delivering Value, & Health Equity in all Policies</p>	<p>Mukherjee: Chapter 6 CSDH: Part 3 Chapter 10</p>	<p>Group Assessment: All students will participate in class discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 7 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, October 2nd at 11:59pm ET. Period ends on Sunday, October 6th at 11:59pm ET.</p>

			<p>Individual Assessment: Students will submit “notes that stick” for the week’s readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, October 6th at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 6, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, October 6th at 11:59pm ET.</p>
Week 8: 10/7/2019 – 10/13/2019	Human Resources for Health & Community Health Workers	Mukherjee: Chapters 7-8	<p>Group Assessment: All students will participate in class discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 8 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, October 9th at 11:59pm ET. Period ends on Sunday, October 13th at 11:59pm ET.</p> <p>Individual Assessment: Reflection paper 2 should focus on weeks 5-8. Due in the appropriate dropbox by Sunday, October 13th at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week’s</p>

			<p>readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, October 13th at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 7, which is related to the week's content. This quiz will evaluate the student's knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, October 13th at 11:59pm ET.</p>
Week 9: 10/14/2019 – 10/20/2019	MIDTERM August 19 th – October 13 th		MIDTERM: Individual assessment of weeks 1-8 Due by Friday, October 18 th at 11:59pm ET.
Week 10: 10/21/2019 – 10/27/2019	Monitoring & Evaluation	Mukherjee: Chapter 10 CSDH: Chapter 16	<p>Group Assessment: All students will participate in class discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 10 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, October 23rd at 11:59pm ET. Period ends on Sunday, October 27th at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week's readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, October 27th at 11:59pm ET.</p>

			<p>Individual Assessment: Students will take Quiz 8, which is related to the week's content. This quiz will evaluate the student's knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, October 29th at 11:59pm ET.</p>
<p>Week 11: 10/28/2019 – 11/3/2019</p>	<p>Universal Health Care</p>	<p>Mukherjee: Chapter 11 CSDH: Chapter 9</p>	<p>Group Assessment: All students will participate in class discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 11 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, October 30th at 11:59pm ET. Period ends on Sunday, November 3rd at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week's readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, November 3rd at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 9, which is related to the week's content. This quiz will evaluate the student's knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, November 3rd at 11:59pm ET.</p>

<p>Week 12: 11/4/2019 – 11/10/2019</p>	<p>Health Financing, Fair Financing, & Market Responsibility</p>	<p>Mukherjee: Chapter 12 CSDH: Chapters 11-1</p>	<p>Individual Assessment: Reflection paper 3 should focus on weeks 10-12. Due in the appropriate dropbox by Sunday, November 10th at 11:59pm ET.</p> <p>Week 12 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, November 6th at 11:59pm ET. Period ends on Sunday, November 10th at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week’s readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, November 10th at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 10, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, November 10th at 11:59pm ET.</p>
<p>Week 13: 11/11/2019 – 11/17/2019</p>	<p>Building a Movement</p>	<p>Mukherjee: Chapter 14 CSDH: Chapters 13, 14 & 17</p>	<p>Group Assessment: All students will participate in class discussions to share reflections on the readings, with application global health inequities.</p> <p>Week 13 Discussion Board</p>

			<p>“Post and Reply”: Initial response must be posted by Wednesday, November 13th at 11:59pm ET. Period ends on Sunday, November 17th at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week’s readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, November 17th at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 11, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, November 17th at 11:59pm ET.</p>
Week 14: 11/18/2019 – 11/24/2019	Governance, Gender Equity	Mukherjee: Chapter 13 CSDH: Chapters 15	<p>Group Assessment: All students will participate in an online discussion to share reflections on the readings, with application global health inequities.</p> <p>Week 14 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, November 20th at 11:59pm ET. Period ends on Sunday, November 24th at 11:59pm ET.</p>

			<p>Individual Assessment: Reflection paper 4 should focus on weeks 13& 14. Due in the appropriate dropbox by Sunday, November 24th at 11:59pm ET.</p> <p>Individual Assessment: Students will submit “notes that stick” for the week’s readings to demonstrate their assessment and provide areas of clarification for the readings. This assignment is due in the appropriate dropbox by Sunday, November 24th at 11:59pm ET.</p> <p>Individual Assessment: Students will take Quiz 12, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, November 24th at 11:59pm ET.</p>
Week 15: 11/25/2019 – 12/1/2019	***THANKSGIVING BREAK***		
Week 16: 12/2/2019 – 12/6/2019	Course Wrap Up		<p>Individual Assessment: Research paper profiling the social determinants of health of an assigned country. Due by Tuesday, December 3rd at 11:59pm ET.</p> <p>Week 16 Discussion Board</p> <p>“Post and Reply”: Initial response must be posted by Wednesday, December 4th at 11:59pm ET. Period ends on</p>

			Friday, December 6 th at 11:59pm ET.
Final Exam: Due by 12/10/19 at 7:45pm est	Comprehensive FINAL EXAM		FINAL EXAM Individual Assessment of Weeks 1-16

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 course will be taught online and will include the review of mass media, text, and online training modules. Additionally, this course will include discussion boards, reflection papers, quizzes, and a research paper. It is expected that students will actively participate in the course to enhance learning for all students.

Grading

	Points
Chapter "Notes that Stick"	120
Reflection Papers (4)	100
Research Paper	50
Discussion Boards (Post and Reply)	140
Quizzes (12)	144
Midterm	50
Final	100
Total	620

Course Grading Scale

A = 90% -100 % (633-704)
 B = 80% - 89% (563-632)
 C = 70% - 79% (492-562)
 D = 60% - 69% (422-491)
 F = < 60% (<421)

1. Chapter "Notes that Stick" (10 points each)

Students will review their weekly readings and complete the “Notes that Stick” document for each week. While at least one completed form is required, students may complete multiple forms for each week. The completed review form is due by the culminating Sunday each week there are assigned readings by 11:59pm ET. The blank form can be found in the associated week in Folio.

2. Reflection Papers (25 points/Paper)

Students will complete a total of 4 reflection papers, each focusing on the associated weeks. Students are to link their reflections to concepts and readings previously discussed in the discussion boards and highlighted in their notes that stick. Students are free to choose which themes or topics they focus on, but they must be communicated through the lens of the social determinants of health. Each reflection paper must have a unique theme. Reflections are 25 points each and should be 500-750 words in length. The evaluation of this assignment is not focused on the student’s opinion, but on their ability to think critically; grammar and mechanics will also be evaluated. If applicable, any citations and references must be done according to APA in-text citations and reference guidelines.

Here are a few items to consider when writing your reflection papers:

- Most important things learned/discussed during the timeframe
- Expected findings and surprises
- What course materials link with the presentations and how are they linked to the presentation? (where applicable)

3. Research Paper (50 Points)

The instructor will assign a country to each student to research for the final paper. Students are to review demographic, geographic, and health status data for the assigned country. Additionally, students are to gain an overall understanding of the various social determinants of health that impact the health outcomes of the population.

Using “A List of Recommendations” from the CSDH report, students will choose a recommendation relevant to their assigned country. Students will then describe the current and needed resources for the country to adopt the recommendation. The paper should be 3-5 pages and utilize APA formatting. Students are encouraged to be creative.

Detailed instructions and a grading rubric will be available to students in folio.

4. Online Discussion Boards (10 points per board)

Students will review articles, podcasts, and other media related to the assigned readings for the week. Students will then participate in discussion boards and provide their critical analysis of the

review materials and converse with other students in the course. The media assigned for each discussion board will be posted in Folio each week.

Discussion period ends Sunday nights (11:59 pm ET) for grading purposes, although you may feel free to continue a conversation if it is useful to you. No makeups or late participation will be counted. Posts are considered late if the initial post is not posted by the **Wednesday of that week at 11:59 pm ET AND** the replies are not posted by the **Sunday of that week at 11:59 pm ET**.

Students are expected to be an active participant in each week's discussion. You have a full week to participate, so there should be no reason for you to not be able to do so. Please think of these posts not as busy work, but rather as an opportunity to explore and build on the readings, thereby learning in the process.

Participation is a matter of not only quantity of posts (having a presence), but also quality of posts. What constitutes high quality participation in an online discussion? For this class, I'll be looking for posts that:

- ***Are substantive in content.*** While it's nice give brief feedback like "thanks" and "good idea" to your classmates and such messages are not discouraged, they do not count toward your graded contributions. On the flip side, you're not expected to write mini-essays or monologues. In fact, those tend to cut down on dialogue. You're just expected to back up your examples and opinions with sufficient evidence that your reader will believe in what you say.
- ***Are thoughtful and well composed.*** And spelling and grammar both count.
- ***Are responsive either to the initial question or to someone's reply.*** Each week you should be engaged in dialogue with others, not just replying to the initial discussion question. Indeed, it can get mighty redundant in some instances if everyone replies to the initial prompt and no one replies to each other.
- ***Extend the conversation in meaningful ways.*** Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. And questions are just as meaningful and valuable as posts that offer up one's knowledge!
- ***Provide evidence.*** How can you support the things that you're saying? Refer directly to the readings, share other sources (e.g., web sites) with us, and/or provide your own detailed examples. However you do it, back up what you say.

It should go without saying, but I'll say it anyway, that while differences of opinion are fine, treating each other with respect is expected at all times.

For online discussion boards, students are to review the associated global health media resources (posted in the weekly discussion board in FOLIO) and post their **initial responses** by the **Wednesday of that week at 11:59 pm ET**. Students will use the 3-2-1 discussion method for their posts and must adhere to the following guidelines:

- Post **3** facts or concepts that you found most interesting from the text
- Post **2** concepts or theories that you will apply in your prospective profession
- Post **1 (or more)** question(s), related to the reading, for your classmates to answer.
- Reply to at least two questions posed by other students (must be at least two different classmates).

Discussion Board Rubric

Criteria	Unsatisfactory .5 pts	Satisfactory 1.5 pts	Exemplary 2 pts
Completeness of Thought	Content of the posts are not complete and do not add to the value of the discussion board.	Posts are somewhat complete in content and thought. Posts may or may not extend the conversation in meaningful ways.	Posts are substantive in content, complete thoughts, and extend the conversation in meaningful ways.
Number of Posts (includes initial & replies to classmates)	One post listed	Two posts listed	Three or more posts listed
Grammar and Mechanics	Grammatical, spelling and punctuation errors substantially detract from the post.	Grammatical, spelling and punctuation errors are rare and do not detract from the post.	The post is free of grammatical, spelling and punctuation errors.
Proper Use of APA Citations (In text and Reference List)	Errors in APA style detract significantly from the post. This include in text citations and references list.	Rare Errors in APA style that do not detract from the post. This includes in text citations and the reference list.	No errors in APA style. This includes in text citations and the reference list.
Engagement Level	Student did not engage with students		Student replied to students who posted on their initial post.

	who replied to their post.		
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5. Online Quizzes (5 points each):

Students will be required to take quizzes throughout the semester to demonstrate their knowledge and understanding of the information presented through the weekly readings. A total of 12 quizzes will be administered throughout the semester. The quizzes will be 5 points each. Each student will have 2 opportunities to take the quiz. From these two attempts, only the highest grade will count.

6. Midterm Exam:

The midterm exam will include multiple choice, short answers, definition of terms, listing of information, clarification of terms and concepts and/or case studies.

7. Final Exam:

The final exam will include multiple choice, short answers, definition of terms, listing of information, clarification of terms and concepts and/or case studies.

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 – 1 week 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

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

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. For this course, attendance will be verified via the ATTENDANCE VERIFICATION POST DUE ON TUESDAY, AUGUST 20TH.

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/>

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