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Fall 2021

### COHE 7234 - Community Health Assessment

Tolulope Awolusi

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
**COHE 7234- Community Health Assessment**  
**Fall 2021**

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<b><u>Office Hours</u></b>	Tuesday & Thursday 2:00 – 4:00 PM; Wednesday 1:00 – 3:00 PM
<b><u>Class Hours:</u></b>	Monday & Wednesday 10:10 – 11:25 AM
<b><u>Classroom:</u></b>	Interdisciplinary Academic Building #3025

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

**Prerequisites:** None.

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

**Catalog Description**

Advanced concepts in the purpose and methods of community health organization, social action, organizational development, policy influence, capacity building, community diagnosis (needs assessment), social networking and coalition formation to bring about health behavior change and improved quality of life. Special focus on the application of methods presented to develop and enhance community health education intervention efforts.

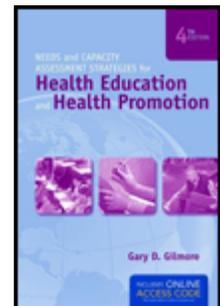
**Required Textbook:**

Gilmore, G. (2014). Needs and Capacity Assessment Strategies for Health Education and Health Promotion Fourth Edition (4<sup>th</sup> ed). Burlington, MA: Jones & Bartlett.

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

**Recommended Texts:**

APA (2009). Publication manual of the American Psychological Association. (6<sup>th</sup> ed). Washington, D.C.: American Psychological Association



**MPH Core Student Learning Outcomes (CORE)**

1. Select quantitative and quantitative data collection methods appropriate for a given public health context

2. Analyze and Interpret data for public health research, policy, or practice
3. Assess population needs, assets, and capacities that affect communities' health
4. Design a population-based policy, program, project or intervention
5. Communicate audience-appropriate public health content, both in writing and through oral presentation

### **MPH Competencies**

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 MPH Competencies**

#### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

#### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

#### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

#### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

### **Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

### **Communication**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

### **Inter-professional Practice**

21. Perform effectively on inter-professional teams

### **Systems Thinking**

22. Apply systems thinking tools to a public health issue

**Course Objectives:** At the completion of this course the student will be able to: (Corresponding Program Objectives follow in parentheses.)

1. Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in the public health practice of community health analysis and assessment. (1)
2. Explain philosophical foundations and assumptions of research applied to community health problems. (1)
3. Identify social and behavioral determinants of health equity at all ecological levels (individual through policy). (1)
4. Analyze the application of social and behavioral determinants in rural and urban settings. (1)
5. Compare qualitative and quantitative methods and their use in community health assessment and analysis. (2)
6. Analyze a variety of participatory methods that can be used in community health analysis and assessment. (2)
7. Utilize qualitative, quantitative, and mixed methods to conduct an analysis of the health of a community. (2)
8. Explain ethical principles critical to the practice of community-based assessment and analysis. (2)

9. Assess current and future community-level needs for keeping the public health. (2)  
Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

### **Assessment of Student Learning**

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

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

1. Community Health Assessment (Assessment 1) – Students will partner with the Southeast Georgia Health District to develop and implement a community health needs assessment. During the implementation process, students will implement qualitative research methods to compile data on the needs of community members in Tattnall County, Georgia. A rubric will be made available in folio. Please see rubric to identify grading criteria.
2. Write-Ups (Assessment 1) - The purpose of the project updates is to allow students the opportunity to receive feedback on progress towards the final submission of the community health assessment report. Write-ups include results of windshield survey; interview results; community observation, and oasis data.
3. Reflections (Assessment 2) - Students will complete in-class assignments and activities as assignments. These activities will vary throughout the semester. Students must be present and on-time to receive credit. Activities will include tasks such as reflections, critiques, in-class work, in-class brief presentations, etc.

*Oral Assessments- For oral assessments the student will apply best-practices to communicate in a manner that best suits the needs of a diverse audience.*

4. Community Presentation (Assessment 3) - The student will present a poster of their systematic literature review. The student will demonstrate their ability to communicate theoretical factors that should be considered when evaluating the potential of health behavior research findings.
5. Poster (Assessment 2) - Students will develop and present academic poster on their service-learning project-community health assessment. Students will present the poster as a component of the community presentation.

*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.*

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

**Fall 2021 Course Outline:  
Overview of Content to be covered in the Semester**

<b>Week/Dates</b>	<b>Day</b>	<b>Class Topics for Discussion</b>	<b>Assigned Readings</b>	<b>Assessments and Due Dates</b>
<b>Week 1</b> 8/11-8/13		Introduction and Course Overview		
<b>Week 2</b> 8/16-8/20	<b>Monday</b>	GSU Windshield Survey Practice		<b>*All assignments due by 11:59pm.</b>
	<b>Wednesday</b>	Community-Based Needs and Capacity Assessment	<b>Gilmore: Chapter 1</b>	
<b>Week 3</b> 8/23-8/27	<b>Monday</b>	Needs and Capacity Assessments Logic Models [M1] Community-Based Needs and Capacity Assessment Process	<b>Gilmore: Chapter 2 and Chapter 8</b>	<b>8/28: Group Selection (n= 3)</b>
	<b>Wednesday</b>	Angie Peden <i>Center for Public Health Practice and Research</i>		
<b>Week 4</b> 8/30-9/3	<b>Monday</b>	Windshield Tour Claxton, Rincon and Pembroke	<b>Gilmore: Chapters 2</b>  <b>Folio Reading</b>	
	<b>Wednesday</b>	Quality of Life Assessment [M3] Community Asset Mapping and Linking [M4]		
<b>Week 4</b> 9/6-9/10	<b>Monday</b>	<b>Labor Day: No Class</b>		<b>9/10: Windshield Survey Write-Up</b>
	<b>Wednesday</b>	<b>Film: TBA</b>		
<b>Week 5</b> 9/13-9/17	<b>Monday</b>	Charles Owens <i>Center for Public Health Practice and Research</i> Introduction to Georgia Oasis	<b>Gilmore: Chapter 4 and Chapter 5</b>  <b>Folio Reading</b>	<b>9/17: Film Reflection</b>
	<b>Wednesday</b>	Quantitative vs Qualitative Research Interview Guides  <b>Activity: Interview Practice</b> Qualitative Data Preparation and Analysis		

<b>Week 6</b> 9/20-9/24	<b>Monday</b>	Program Planning/Social Marketing Working with Diverse Populations Ethical Issues [M5]	<b>Gilmore: Chapter 2 and Chapter 9</b>	<b>9/24: Needs Assessment Outline</b>
	<b>Wednesday</b>	<b>Midterm Exam Review</b>	<b>Folio Reading</b>	
<b>Week 7</b> 9/27-10/1	<b>Monday</b>	<b>Exam prep</b>		<b>10/1: Interview Guide 10/1: Demographic Questionnaire</b>
	<b>Wednesday</b>	<b>MIDTERM (Use class time)</b>		
<b>Week 8</b> 10/4-10/8	<b>Monday</b>	Self-Directed Assessments [M6] Social, Gender, and Cultural Considerations	<b>Folio Readings: Gilmore Chapter 11</b>	<b>10/8: Completed Interviews 10/8: County background</b>
	<b>Wednesday</b>	Mobilizing for Action Through Planning and Partnership (MAPP) [M7]		
<b>Week 9</b> 10/11-10/15	<b>Monday</b>	Global Health Indicators [M8]	<b>No Readings</b>	<b>10/15: Georgia Oasis Write-Up</b>
	<b>Wednesday</b>	Global Health Assessment		
<b>Week 10</b> 10/18-10/22	<b>Monday</b>	<b>SWOT Analysis</b>	<b>Folio Readings</b>	
	<b>Wednesday</b>	Rapid Needs Assessment [M9] Guest Lecture		
<b>Week 11</b> 10/25-10/29	<b>Monday</b>	<b>APHA: No Class</b>		<b>10/29: Interview Data Write Up</b>
	<b>Wednesday</b>			
<b>Week 12</b> 11/1-11/5	<b>Monday</b>	<b>Priority Setting</b>	<b>Folio Readings</b>	<b>11/5: SWOT Analysis</b>
	<b>Wednesday</b>	Community Engagement Research <i>Partnering with CBOs</i> Guest Lecture		
<b>Week 13</b> 11/8-11/12	<b>Monday</b>	Needs Assessment Reporting <b>Presentation Activity (If we have time)</b> <b>Elevator speech</b>	<b>Folio Readings</b>	<b>11/12: Observation Write-Up</b>
	<b>Wednesday</b>	Poster Development and Peer Review		
<b>Week 14</b> 11/15-11/19	<b>Monday</b>	<b>Community Needs Assessment</b>	<b>No Readings</b>	<b>11/19: Poster, CHA Report</b>
	<b>Wednesday</b>	Guest Lecture	<b>No Readings</b>	

Week 15 11/22-11/26	Monday	Thanksgiving Week: No Class		
	Wednesday			
Week 16 11/29-12/3	Monday	Final Exam Review	No Readings	12/2: Presentation 12/3: Course Reflections
	Wednesday	Presentations		
Finals Week 12/6-12/10		Final Exam		

**COURSE REQUIREMENTS:**

**1. Exams.** All exams must be taken on scheduled dates according to the University policy. If a medical emergency should arise, please the instructor immediately. Exams may include multiple choice, true/false, matching, short answer, and essay questions. Unless documentation is provided, AND approval is received prior to the exam, you will be allowed no more than 75 minutes to complete an exam (except for the final).

Makeup Policy- Students are required to take exams as scheduled or announced in class. Makeup exams are rare and should not be expected. Make-up exams will be considered for the following: (1) an official GSU activity and (2) illness so severe that you were unable to take the exam as scheduled. In these rare instances, you must notify the instructor **PRIOR** to the scheduled examination. In addition, you present an official university excuse (prior to the exam) or written documentation from a physician to the instructor **NO LATER** than the class following the missed exam. If approved, the date and time for the makeup exam will be determined by the instructor. If you do not qualify for a makeup or if you miss the scheduled makeup exam, a zero (0) will be recorded for the exam grade.

**Midterm Exam (100 maximum points)**

The midterm exam will be given online, and you are expected to use the class time to for this purpose. Make-up exams will not be allowed.

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

**Final Exam (100 maximum points)**

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

3. Comprehensive and written.
4. 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.

**2. Community Health Assessment Technical Report (100 maximum points):**

A community health assessment will be completed by the end of the semester. The assessment will contain background information on the targeted health district and county, results from windshield surveys, interviews, community meetings and Georgia Oasis. This assessment is a group effort. A rubric will be made available in folio. Please see rubric to identify grading

criteria. **Please see the Community Health Assessment Technical Report information sheet for detailed information and requirements.**

### **3. Poster (50 maximum points):**

A scholar poster will be prepared to display the systematic review of the literature. The presentation should be professional using APA format to reference sources (a minimum of 5 references is required for the poster). The font should be easily read (Arial or Times New Roman are recommended). A rubric will be made available in folio. Please see rubric to identify grading criteria. A poster template will be provided by the instructor. However, students are allowed used their own creative process in determining the aesthetics of the poster. Students will present the poster in class.

### **4. Assessment Outline (50 maximum points):**

The assessment outline is method of planning major components of the CHA and ensuring that pertinent information is incorporated into the final report.

### **5. Write-Ups (4; 100 maximum points):**

The purpose of the write-ups is to allow students the opportunity to receive feedback on progress towards the final submission of the technical report and poster. It is highly recommended that each student uses the updates to their benefit (4 @ 25 pts = 100pts). **See course schedule for project update due dates.**

### **6. Community Presentation (100 maximum points)**

The community presentation is not a typical classroom presentation. The presentation should be designed to inform a community audience on the community health assessment results Students must be present and on-time to receive credit.

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

### **Requirements for Written Work**

1. Papers must be typed. Papers will be unacceptable is the text is difficult to read. Please use 12-point font (Calibri or Times New Roman). Set all margins to 1in, and double. **Check the paragraph box that indicates, “DO NOT ADD SPACE BETWEEN PARAGRAPHS.”**
2. Correct all errors neatly. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the “s” from a plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words.

3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use to use terms encountered in class or in our readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult APA Publication Manual (7<sup>th</sup> edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works others. Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of “0” for the assignment and may result in a failure for the course. If it is a group assignment the same applies for the entire group. Refer to Georgia Southern Student Handbook for information about Academic Dishonesty.

If you have questions about citation, please seek help from Dr. Tolulope Awolusi or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

### **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**

<b>Exams</b>	<b>200 points</b>
<b>Community Presentation</b>	<b>100 points</b>
<b>Needs Assessment Technical Report</b>	<b>100 points</b>
<b>Write-Ups</b>	<b>100 points</b>
<b>Reflections</b>	<b>50 points</b>
<b>Poster</b>	<b>50 points</b>
<b>SWOT Analysis</b>	<b>50 points</b>
<b>Needs Assessment Outline</b>	<b>50 points</b>
<b>Interview Guide</b>	<b>50 points</b>
<b><u>Demographic Questionnaire</u></b>	<b><u>50 points</u></b>
<b>TOTAL:</b>	<b>800 points</b>

## Grades:

720-800pts.	90-100%	A
640-719pts.	80-89%	B
560-639pts.	70-79%	C
480-559 pts.	60-69%	D
0-479pts.	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 2020-2021 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 7<sup>th</sup>, 2021**. 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 book bag) 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, feel free to knock once. If I am busy, I will not be able to answer.

### **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:**

MPH 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 MPH 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 about (i.e., COHE 7234 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 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