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HSPM 7432: Theoretical Underpinnings of Health Policy

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**Georgia Southern University
 Jiann-Ping Hsu College of Public Health**

**HSPM 7432: Theoretical Underpinnings of Health Policy
 Fall 2021**

Instructor:	Dr. Ho-Jui Tung
Office:	Hendricks Hall Room 2011
Phone:	(912) 478-1342
E-Mail Address:	htung@georgiasouthern.edu
Office Hours:	Tuesday and Thursday 9:30 am to 12:30 pm Other times by appointment.
Class Meets:	Tuesday and Thursday 6:00 pm to 7:15 pm Hollis Building Room 0108

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

Prerequisites: None

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

Access to course materials is available for up to 1 year after graduation.

Catalog Description: This course discusses the theoretical foundations of health policy including the individual, community-based, organizational, and systems frameworks for health policy.

Course Summary: Health policy is public policy, and so to understand health policy, one first needs a solid understanding of the policy process in general. Advancing effective public health policy requires understanding the many inputs to policy making and the policy development process. A health policy practitioner should be able to answer questions like: 1) Who makes decisions and how?; 2) Whose values are used?; 3) Where does policy come from?; 4) How is policy applied?; 5) What should we do?; 6) What have we done?; and 7) How does it work? Additionally, acknowledging that path dependency means that policy history shapes current policy and future possibilities, a health policy student needs familiarity with US health policy history.

Health is socially determined, and health disparities adversely affect groups of socially disadvantaged people. Public health pursuits justice in health and health equity. It commits to reduce disparities in health and policies hold the key to mitigate health inequalities among the socially disadvantaged. "Policy is whatever the governments choose to do or not to do." Health policies are formed, through identifying and understanding health disparities, so that objectives and targets can be developed, resources allocation priorities can be set to mitigate them. A theoretical understanding of health policy and health inequalities will help public health professionals recognize important social forces that shape policy making. we will gain theoretical understanding of health policy and theories of health inequalities, including: 1) Social determinant of Health; 3) Health in All policies; 4) The fundamental Cause Theory; 5) Cumulative Inequality Theory. This course aims to address these issues.

Textbooks and Readings:

Smith KB & Larimer CW. (2018). *Public policy theory primer*. 3rd Ed. Routledge. ISBN-9780813350059

McLaughlin and McLaughlin. (2019). *Health Policy Analysis*. 3rd Ed. Jones & Bartlett. ISBN-9781284120240

Starr P. (2017). *The social transformation of American medicine: The rise of a sovereign profession and the making of a vast industry*. **2nd Ed.** Basic Books. ISBN-13: 978-0465093021

Supplemental readings are listed below and will be available on Folio

DrPH-Level Learning Outcomes:

1. Apply evidence-based practice and research methods to advance the field of public health.
2. Develop culturally sensitive public health policies or programs using interdisciplinary approaches grounded in legal and ethical principles.
3. **Integrate knowledge, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in addressing public health problems.**
4. Communicate public health information to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
5. Propose strategies for health improvement and elimination of health inequities including stakeholders, researchers, practitioners, community leaders and other partners.

Health Policy & Management Concentration Level Competencies:

1. **Analyze the impact of legislation and policies on population health.**
2. Use informatics principles in the design of information systems.
3. Evaluate organizational performance in relation to strategic and defined goals.
4. Design strategies for resolving ethical concerns in research and healthcare.
5. Assess ethical considerations in developing communications and promotional initiatives.

Course-Level Learning Objectives: After completing this course, the student will be able to:

1. Identify key stakeholders and structures in U.S. health care policy, including their roles and perspectives in policymaking, and how these have changed over history
2. Understand the context in which health policy is created at the state and federal levels, including the influence of values, ideology, institutions, government structures, public opinion, ethics and research
3. Communicate how political, legal, economic, and social perspectives have shaped, and continue to shape, US health policy
4. Frame and analyze complex health policy challenges using established policy frameworks
5. Understand the policy process as it applies to health and associated levers for effecting change
6. Synthesize and effectively communicate ideas through written and oral work
7. Formulate appropriate research ideas in order to create policy recommendations

Content to be Covered During the Semester:

Module 0 (Aug. 11-13): syllabus

Introduction and discussion

Module 1 (Aug. 16-20): Public Policy Concept

S&L Chapter 1: Public Policy Concept and a field of study

Supplemental Reading on folio

Module 2 (Aug. 23-27): policy and politics

S&L Chapter 2: Does Policy cause politics? Does politics cause policy?

Oliver, Thomas R. The politics of Public Health Policy. *Annual Review of Public Health* 2006. 27: 195-233.

Carpenter, Daniel. Is Health Politics Different? 2012. *Annual Review of Political Science*. 15:287-311

Supplemental Reading on folio

Module 3 (Aug. 30-Sep.3): US Health care and Medical profession

Precis on Paul Starr's *social transformation of American Medicine* (on folio)

Supplemental Reading on folio

Module 4 (Sep. 6-10): US health care History

McLaughlin & McLaughlin Chapter 3

McKinlay & Marceau. The end of golden age of doctoring. *International Journal of Health Services*. 2002 32, 2, 379-416

Supplemental Reading on folio

Module 5 (Sep. 13-17): US health care reform

Quadagno, Jill. Why the United States has no national health insurance: stakeholder mobilization against welfare state. *Journal of Health and Social Behavior*. 2004. 45: 25-44

Wilensky and Teitelbaum. Chapter 10: Health Reform in the United States. *Essentials of Health Policy and Law*. Jones & Bartlett.

Module 6: (Sep. 20-24): Whose makes decisions?

S&L Chapter 3: Who makes decisions? How do they make decisions? Actor and Institution.

Supplemental Reading on folio

Module 7 (Sep.27-Oct.1): Whose value?

S&L Chapter 4: Whose value? Policy design

Piatak, Jaclyn S. Understanding the implementation of Medicare and Medicaid: social construction and historical context. *Administration & Society*. 2017. 49(8): 1165-1190

Supplemental Reading on folio

Module 8: (Oct.4-8): Where does policy come from? Policy process

S&L Chapter 5: Where does policy come from?

Supplemental Readings on folio

Module 9 (Oct.11-15): What should we do?

S&L Chapter 6: Where does policy come from? The field of policy analysis

McLaughlin and McLaughlin. Chapter 11 Policy analysis: analysis of values and social context

Supplemental Reading on folio

Module 10 (Oct. 18-22): What have we done?

S&L Chapter 7: What have we done? Impact analysis and Program evaluation

McLaughlin and McLaughlin. Chapter 9: The policy analysis process: evaluation of political feasibility.

Supplemental Readings on folio

Module 11 (Oct.25-29): Social determinants of Health and Health in All Policies

George, Linda. Social Factors and Illness. *Handbook of Aging and the social sciences*

Deaton, Angus (2002). Policy implications of the gradient of health and wealth. *Health Affairs*. 21(2):13-30.

Braveman, Paula A. et al. Health Disparities and Health Equity: the issue is justice. *AJPH*. 2011, 101: S149-55.

Supplemental Reading on folio

Module 12 (Nov.1-5): Theory of health disparities: The Fundamental Cause Theory

Phelan, JC, Link BG, Tehranifar. Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications. *Journal of Health and Social Behavior*. 51(S): S28-S40.

Willson, A. (2009). Fundamental Causes' of Health Disparities: A Comparative Analysis of Canada and the United States. *International Sociology*, 24(1): 93-113

Supplemental Readings on folio.

Module 13 (Nov.8-12): Theories of health disparities: The life course and cumulative Inequality Theory

O’Rand, Angela. (2006). Stratification and the Life Course: Life course capital, life courses risks, and social inequalities. In Binstock and George (Eds), *Handbook of Aging and the Social Sciences*.

Ferraro et al., (2009). Cumulative Inequality theory for research on aging and the life course. In Bergtson, Serverstein, and Puney (Eds), *Handbook of theories of aging*.

Supplemental Readings on folio.

Module 14 (Nov. 15-19): Future Directions & Theoretical Problems
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S&L Chapter 9: New directions in policy research
Supplemental Readings on folio

Module 15 (Nov 22-26): Thanksgiving Holiday

No class

Module 16 (Nov. 29-Dec. 3): Final exam
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Final Exam

***Supplemental readings will be assigned through Folio.**

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 doctoral course is offered in a face-to-face format: it will meet twice weekly during the semester. Written policy assignments constitute the bulk of the basis of student evaluation. As a course on Theoretical Underpinnings, it is very heavy on reading, and discussion in class is key. How much you get out of the course will depend on your preparedness for class sessions.

Class meetings can be used to discuss concepts, difficulties you may have in understanding them, current events, and ideas for assignments. Class meetings will be a combination of lecture, article analysis & discussion, case studies/homework, and possibly guest lecturers.

Assignments

Article Presentations (x5): Find articles relevant to the week’s content. Write a 2-page brief. (*Instructions provided in Folio.*) Lead discussion of the article in class.

Literature Grid and Annotated Bibliography: This is a scaffolded assignment. First, you will choose two potential policy issues to research. You will research those issues and for each of them, complete a literature grid to document your efforts and findings. Based on this work, you will choose one topic to continue working on. You will prepare an annotated bibliography for the issue you chose.

Literature Review: Using the annotated bibliography you completed, prepare a literature review with the intention of developing an associated study proposal.

Research Study Proposal: Prepare a research study proposal on your literature review topic.

Final Exam: The final exam will consist of essay questions pertaining to material covered during the semester.

Participation: Contribute to class discussions. For each class, answer the following questions before noon:

1. *What in the reading did you find most interesting? Why?*
2. *What in the reading did you find most puzzling?*
3. *What in the reading did you most like to discuss in class?*

Grade Distribution:	Percentage
Article Presentations (5 x 6%)	30%
Literature Grid and Annotated Bibliography	20%
Literature Review	15%
Research Study Proposal	15%
Final Exam	10%
Participation	10%
Total Points	100%

Grading Scale

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
0-59%	= F

For calculation of your final grade, all grades above will be included.

All exams and assignments will be graded and returned 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 professor within a reasonable amount of time.

** Extensions are not guaranteed and will be granted solely at the professor's discretion.

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!

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 complete all assignments and assessments (including exams) independently, *unless specifically told otherwise*.
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

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.

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*)

Illnesses

We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center [COVID-19 self-reporting form](#) (through the [MyGeorgiaSouthern portal](#) under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the [MyGS mobile app](#), calling 912-478-CARE (M-F 8am-5pm), or emailing covidsupport@georgiasouthern.edu. The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.

ADA Accommodations

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to [the SARC office](#). For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

Face Coverings

Georgia Southern, along with other University System of Georgia (USG) institutions, requires all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible; this includes classroom spaces and offices. Use of face coverings will be in addition to, rather than a substitute for, social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the Student Code of Conduct. However, reasonable

accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Diversity & Inclusion Philosophy

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

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

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. 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."

Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self-disclose any disability for which an accommodation is being sought to the Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

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

ALL COURSE INFORMATION AND MATERIAL REMAIN THE PROPERTY OF THIS COURSE AND CANNOT BE UTILISED IN ANY FORM WITHOUT THE EXPRESS WRITTEN PERMISSON OF THE COURSE INSTRUCTOR.