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PUBH 3330: Modifying Health Behaviors

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 3330: Modifying Health Behaviors
Fall 2021

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Email Address: kharbaugh@georgiasouthern.edu (preferred email address)

Office Hours: Mondays & Wednesdays, 12:30-2:00 Tuesdays & Thursdays, 2:00-3:00

Class Meets: Mondays & Wednesdays. 2:30 -3:45, Solms Hall 108

Course Catalog available at:

<http://em.georgiasouthern.edu/registrar/resources/catalogs/>

under Jiann-Ping Hsu College of Public Health Programs

*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed,
it is the only thing that ever has."*

~Margaret Mead

Prerequisite: PUBH 2130

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

Catalog Description:

This course is intended to introduce students to the learning and behavioral science theories that provide a framework for the practice of health education and promotion. Application of the theories to planning and implementing health promotion and education programs for individuals, groups, families, and communities will be emphasized. This course also introduces the students to various approaches to describing, explaining, and predicting health behaviors that have or are perceived to have significant effects on human health.

Required Textbook:

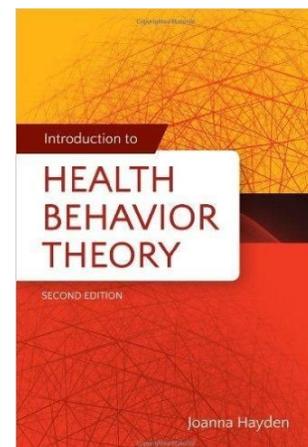
Hayden, J. (2014). *Introduction to health behavior theory (2nd ed)*.

Burlington, MA: Jones & Bartlett.

Articles, webinars, and government documents posted in Folio

Required Resource:

APA. (2009). Association. (Publication manual of the American Psychological 6th ed).



Washington, D.C.: American Psychological Association

National Cancer Institute. (2005). Theory at a glance: A guide to health promotion practice (2nd ed). available at <http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>.

BSPH Student learning Student Learning Outcomes:

1. Students will demonstrate the ability to assess population needs, assets, and capacities that affect communities' health.
2. Students will apply public health evidence-based strategies to the development of health programs.
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication.
4. Students will create strategies for promoting health improvement and disease prevention.

CEPH BSPH Competencies

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement, and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences.
4. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.

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)

As a result of taking this course, each student should be able to accomplish the following objectives:

1. Describe various health behavior theories and discuss, in detail, the assumptions that underlie the model.
2. Given a particular set of circumstances regarding health behavior, the student can explain the behavior using a variety of theoretical models.
3. Discuss the relationships that exist between health attitudes and health behavior.
4. Predict health behavior given a set of circumstances regarding health knowledge and attitudes.
5. Given a particular health problem, the student can identify and explain the most likely action to be taken by a member of a designated group.
6. Identify and explain theoretical factors that should be considered when evaluating the potential usefulness of health behavior research findings.
7. Use theoretical concepts in health promotion programs to assist with needs assessments, program conceptualization, program implementation and program evaluation.

Assessment of Student Learning

Exams. All exams (200 pts) must be taken on scheduled dates according to the University policy. If a medical emergency should arise, please contact the instructor immediately. Exams may include multiple choice, true/false, matching, short answer and essay questions.

1. There will be two (2) examinations worth a total of 200 points (100 points each).
2. Unless documentation of special circumstances is provided before the exam, you will be allowed no more than 60 minutes from the start of the exam period to complete an exam (except for the final)
3. *MAKE UP EXAM POLICY*

Students are required to take exams as scheduled or announced in class. Makeup exams are rare and should not be expected. Makeup 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 must present an official university excuse or written documentation from a physician to the instructor prior to the exam and **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.

Class Participation/Activities:

These activities will vary throughout the semester. A total of 7 activities will be completed; the due dates will be posted by the instructor in a timely manner. Activities will include things such as reflections, critiques, in-class group work, pop quizzes, webcast summations (some of the

webcasts may require Real Player/RealOne), etc. Each activity will have specific instructions and criteria, so please read before completion. **NOTE: Some of these assignments will not be announced prior to the start of class, so class attendance is vital. No make-up assignments will be given. (7 @ 10 pts= 70 pts).**

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

Systematic Review Poster Presentation: A scholarly, well-prepared review on the scientific literature will be completed by the end of the semester. This review will be a modified version of a systematic review. The instructor will discuss this requirement in detail within the first 2 weeks of the course. Each student will choose a health behavior to examine. The student will search for articles that highlight interventions used to change the health behavior chosen. Each student will set inclusion and exclusion criteria for the review of literature. The student will review the articles and report on the common themes found regarding the interventions used to change the behavior. The presentation should be professional using APA format to reference sources (a minimum of 5 references is required). The font should be easily read (Arial or Times New Romans are recommended). The presentation layout should include the following major headings: **Introduction, Methodology, Results, Discussion, and Recommendations.** Sub-headings can be used if needed. A rubric is available in Folio. Please see rubric to identify grading criteria. A poster template will be provided by the instructor, please use this template to present the information. A student example will also be provided by the instructor (See Course Information).

Systematic Review Poster Project Updates (3): The purpose of the project updates is to allow students the opportunity to receive feedback on progress towards the final submission of the systematic review poster project. It is highly recommended that each student uses the updates to their benefit (**3 @ 10 pts = 30 pts.**). **Project updates are due prior to the start of class.**

Update #1 –**Introduction**– Due September 26

Update #2 – **Results & Methodology**-Due October 17

Update #3 –**Discussion & Recommendations**–Due November 7

Requirements for Written Work

1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
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 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. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.

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 terms encountered in class or in your 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 you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6th edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of 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 for the entire group if it is a group project and may result in a failure for the course. Refer to the Georgia Southern University Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding citations or preparation of a reference list.

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 this semester:

Date	Topic	Readings	Assignment Due
August 11	Welcome and introductions, Syllabus review		
August 18	What is Health Behavior?		

August 18	Introduction to Theory and Motivation to Behavior Change	<i>Read Chapters 1 and 2</i>	
August 23	Review Guidelines of Theory Research Poster Presentation Film “When the Bough Breaks”		
August 25	Health Belief Model	<i>Read Chapter 4</i>	
August 30	Theory of Reasoned Action/Theory of Planned Behavior	<i>Read Chapter 3</i>	APA Activity (in-class activity due 9/1)
September 1	Transtheoretical Model/Stages of Change	<i>Read Chapter 6</i>	
September 6	Labor Day-no class		
September 8	Review of Individual Level Theories		
September 13	Social Cognitive Theory	<i>Read Chapter 7</i>	
September 15	Stress and Coping	<i>Readings in Folio</i>	Social Cognitive Theory and CATCH (discussion post due 9/19)
September 20	Peer Review Day		Poster Project Update #1 due 9/26
September 22	Midterm Exam Review		
September 27	IN-CLASS MIDTERM		
September 29	Social Capital Theory and Community Organizing	<i>Read Chapter 10</i>	

October 4	Community-Based Participatory	<i>Readings in Folio</i>	
	Research/ Four Communities Tackle the Child Equity Gap (Film)		
October 6	Peer Review # 2 Empowerment Center Study	Smallwood, S. W., Freedman, D. A., Pitner, R. O., Sharpe, P. A., Cole, J. A., Hastie, S., & Hunter, B. (2015). Implementing a Community Empowerment Center to Build Capacity for Developing, Implementing, and Sustaining Interventions to Promote Community Health. <i>Journal of Community Health, 40(6), 1122-1129</i>	
October 11	“Beloved Community” Panel Discussion	Beloved Community Facilitated Group Listening Summary Report	Poster Project Update #2 due 10/17
October 13	Diffusion of Innovations (DARE Program)	<i>Read Chapter 8</i>	BC Panel Reflection due 10/17
October 18	Health Communication and Social Marketing	<i>Readings in Folio</i>	Diffusion of Innovations due 10/24
October 20	Ecological Models	<i>Read Chapter 9</i>	
October 25	Naming and addressing Racism webinar	<i>Readings TBA</i>	SEM and Physical Activity (discussion post due 10/31)
October 27	Power and Privilege, Part 1	<i>Readings TBA</i>	
November 1	Peer Review Day		Poster Project Update #3 due 11/7
November 3	Power and Privilege Part 2		Racism and Public Health due 11/7

November 8	Extra credit film		
November 10	Behavior Change in Action		
November 15	No class-Prepare poster presentation		
November 17	SYSTEMATIC REVIEW POSTER PRESENTATIONS (Zoom)		
November 22-26	Thanksgiving Break-No class		
November 29	Choosing a Theory	<i>Read Chapter 11</i>	Behavior Change Reflection
December 1	Evaluations and Final Exam Review/Jeopardy		Choosing and appropriate theory (discussion post due 12/6) Final Systematic Review Poster (due 12/5 @ 10:00 pm)
December 6 (Monday)	FINAL EXAM: Monday, December 6th 3:00pm-5:00pm		

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

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.

Grading

Course Evaluation
Exams (2 @100 pts)

200 pts

Class Activities/Participation (7 @ 10pts)	70	pts
Theory Research Poster	100	pts
Poster Project Updates (3 @ 10pts)	30	pts
Total Points	400	pts

360-400	A	90-100%
320-359	B	80-89%
280-319	C	70-79%
240-279	D	60-69%
0-278	F	0-59%

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.

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 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.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

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