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PUBH 4333 - Public Health Aspects of Vector Control and Prevention

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 4333-A – Public Health Aspects of Vector Control and Prevention
Fall 2021

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|-------------------------------|--|
| <u>Instructor:</u> | Dr. Marina Ereemeeva, M.D., Ph.D., Sc.D. |
| <u>Office:</u> | Hendricks Hall, Room 2015 |
| <u>Phone:</u> | 912- 478-0504 |
| <u>E-Mail Address:</u> | meremeeva@georgiasouthern.edu (expect responses within 48 hr; no response on weekends) |
| <u>Office Hours</u> | Mondays: 2:00 PM – 5:00 PM, Wednesdays: 2:00 PM to 4:00 PM, Also by appointment (schedule Zoom meeting) |
| <u>Class Meeting:</u> | Tuesday and Thursday, 5:00 PM to 6:15 PM, Interdisciplinary Academic Building, Room 2030 |

Course Catalog available at:

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

Prerequisite(s):

Sophomore standing.

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

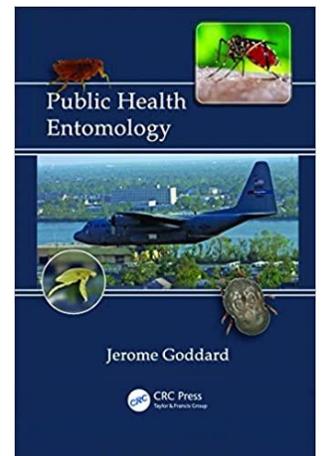
Access to course materials are available for up to one year after graduation.

Catalog Course Description

This course provides an overview of common vector-borne diseases, discusses public health preventive practices, and introduces students to the concepts of the planning, design, implementation and management of control of vector-borne infectious diseases.

Required Textbooks

1. J. Goddard. Public Health Entomology. CRC Press Taylor & Francis Group. ISBN 978-1-4398-4881.
2. N. Gratz. Vector- and Rodent-borne Diseases in Europe and North America, Cambridge University Press, ISBN: 0-521-85447-4.
(Selected chapters will be made available to students).



Additional Reading Materials:

1. Guidelines for Dengue Surveillance and Mosquito Control, 2nd edition, World Health Organization. Regional Office for the Western Pacific. (2003).
<http://www.who.int/iris/handle/10665/206987>
2. Peer reviewed journal articles circulated to the students one week before the class.

BSPH Core 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 Concentration Competencies

At the completion of the BSPH degree program, the students will be able to:

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 effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection, and data analysis for the identification of health trends and public health problems.

CEPH BSPH Competencies

Public Health Communication:

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.

Information Literacy:

The ability to locate, use, evaluate and synthesize public health information.

Course Objectives and Student Learning Outcomes (SLOs)

At the completion of this course, the students will be able to:

1. Describe main ectoparasites transmitting vector-borne diseases and their life cycles.
2. Discuss major vector-borne diseases and disease-transmission cycles.
3. Evaluate public health significance of vector-borne diseases and their impacts on populations.
4. Review the history and the evolution of regulations enforcing prevention and control of vector-borne diseases.
5. Describe current recommendations to prevention of major vector-borne diseases.
6. Discuss concepts of integrated vector control including planning, design and implementation of these programs for selected diseases of local and global significance.
7. Apply main course principles and concepts when discussing vector-borne diseases and associated control measures with various audiences.

Course objectives linked to course activities (Alignment)

1. Students will demonstrate their competence and proper use of basic terminology pertinent to vector-borne diseases, prevention and control (SLO1, SLO2, SLO4-7).
2. Students will be able to describe ectoparasites of public health significance and discuss main features and implications of selected vector-borne diseases (SLO1, SLO2, SLO3).
3. Students will demonstrate competence in historic and contemporary regulations enforcing prevention and control of vector-borne diseases (SLO4, SLO5, SLO6).
4. Students will demonstrate competence in the ability to discuss and explain current methods used to prevent vector-borne diseases to the professional and lay audiences. (SLO6, SLO7).
5. Students will demonstrate the ability to define current concepts and approaches to planning, design and implementation of vector-disease control programs. (SLO6, SLO7).

Assessment of Student Learning

Activity 1: Competence in basic terminology will be evaluated using homework assignments, quizzes, midterm and final exams, and course final presentation.

Activity 2: Use of course lectures, discussions, and case studies to explain the basic concepts of vector-borne diseases, prevention and control and their impacts onto population health. Competence in the ability to integrate concepts will be evaluated using homework assignments, midterm and final exams, and course final presentation.

Activity 3: Use of course lectures, discussions, and case studies to explain main concepts of the integrated vector control including planning, design and implementation of these programs for selected diseases of local and global significance. Competence in the ability to integrate and discuss these concepts will be evaluated using homework assignments, midterm and final exams, and course final presentation.

Activity 4: Use current WHO and CDC published documents and booklets, and peer-reviewed journal articles to study current approaches to control main vector-borne diseases. Competence in the ability to interpret and communicate these concepts will be evaluated based on the 1-page-fact-sheet document developed by each student.

Activity 5: Use field exercises and field trips to introduce students to practical aspects of mosquito and tick surveillance. Competence in the ability to evaluate and communicate these concepts and practices will be evaluated based on 2-page-field report written and submitted by each student.

Students may vary in their ability to achieve required 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 During this Semester:

| Week | Date | Topic | Readings | Assignment ^{fl} |
|------|------------|---|--------------------------------------|--|
| 1 | 8/12/2021 | Course overview and introduction | Syllabus | On-line Syllabus Quiz |
| 2 | 8/17/2021 | Public health and medical entomology: history. | Chapter 1 | Complete Plagiarism recognition training |
| | 8/19/2021 | Public health & medical entomology: contemporary status and profession expectations | Chapter 1,3 | Prepare questions to a Professional |
| 3 | 8/24/2021 | Public Health Entomology in Georgia | Handouts | Prepare questions to a Professional |
| | 8/26/2021 | Pest control and public health. | Chapter 2 | On-line Quiz 1 |
| 4 | 8/31/2021 | Vector-borne diseases and surveillance. | Chapter 4 | Reading and discussion of an assigned article (all students) |
| | 9/02/2021 | Control of vector-borne diseases: regulations and political challenges. | Chapter 5 | Reading and discussion of an assigned article (all students) |
| 5 | 9/07/2021 | Vector-borne diseases and preparedness. | Chapter 6 | On-line Quiz 2 |
| | 9/09/2021 | Mosquitos and mosquito-borne diseases: public health implications. | Chapter 9 Supplemental materials | Reading and discussion of an assigned article (student #1) |
| 6 | 9/14/2021 | Concept review and discussion | Chapter 1-6 | |
| | 9/16/2021 | Test [No F2F class meeting] | Chapter 1-6 | On-line Test 1 |
| 7 | 9/21/2021 | Field trip to Public works or conference call with a local PH Entomologist* | 2-hours class starts at 4 pm | Field report |
| | 9/23/2021 | Ticks and tick-borne diseases. | Chapter 10 Supplemental materials | On-line Quiz 3 |
| 8 | 9/28/2021 | Field work to collect ticks | 2-hours class starts at 4 pm | Field report |
| | 9/30/2021 | Field trip to National Tick Collection* | Class starts at 4 pm | Prepare questions to a Professional On-line Quiz 4 |
| 9 | 10/05/2021 | Lice and louse-borne diseases. Discussion of recent outbreaks. | Chapter 12 Supplemental materials | Reading and discussion of an assigned article (student #2) |
| | 10/07/2021 | Fleas and flea-borne diseases. | Chapter 11 Supplemental materials | On-line Quiz 5 |
| 10 | 10/12/2021 | Discussion of recent outbreaks: plague in the USA and worldwide | | Reading and discussion of an assigned article (student #3) |
| | 10/14/2021 | Sand flies and associated diseases. | Chapter 13 Supplemental materials | Reading and discussion of an assigned article (student #4) |
| 11 | 10/19/2021 | Test [No F2F class meeting] | Chapter 9-11 | On-line Test 2 |

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|----|------------|--|--|--|
| | 10/21/2021 | Tsetse flies, sleeping sickness and its contribution to the burden of neglected tropical diseases. | Chapter 14 Supplemental materials | |
| 12 | 10/26/2021 | Control of neglected tropical diseases, promises and failures | Handouts | Reading and discussion of an assigned article (all students) |
| | 10/28/2021 | Bed bugs | Chapter 15 Supplemental materials | On-line Quiz 6 |
| 13 | 11/02/2021 | Kissing bugs | Chapter 17 Supplemental materials | |
| | 11/04/2021 | Mites and mite-borne diseases. | Chapter 18 Supplemental materials | Reading and discussion of an assigned article (student #5) |
| 14 | 11/09/2021 | Case discussion and control measures. Conversation with a Public Health Entomologist | Handouts and supplemental materials | Prepare questions to a Professional |
| | 11/11/2021 | Arthropods and mechanical transmission of various diseases. | Chapter 19 | On-line Quiz 7 |
| 15 | 11/16/2021 | Concept review and discussion | | |
| | 11/18/2021 | Test [No F2F class meeting] | Chapter 12-18 | On-line Test 3 |
| 16 | 11/23/2021 | Thanksgiving | No Classes | |
| | 11/25/2021 | | | |
| 17 | 11/30/2021 | Final project presentation and discussion | | |
| | 12/02/2021 | Concept review and Q&A session before the final exam | Chapter 1-19 | |
| 18 | 12/07/2021 | FINAL EXAM (cumulative) | Review all materials discussed during this semester | Take Final Exam |

Portfolio Inclusion. Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

*The actual date for these activities may change pending guest speaker's availability. Hands-on field exercises may be affected by weather conditions and replaced by viewing video clips and discussions.

Course credit: Three credit hours.

Class attendance and participation is a part of the course grade (25 points, 5%). Participation is based on weekly class attendance and engagement in daily discussions of topics, activities, and projects.

Course Structure and Instructional Methods

Course format: Two lecture sessions per week, which will be supplemented by the required textbooks, handouts, student group discussions, and recommended readings from the peer-reviewed publications and CDC and WHO reference documents and guidelines suggested by the Instructor. The Instructor will discuss case studies, which will provide the opportunity for the students to analyze and evaluate various situations requiring interventions pertinent to control and prevention of vector-borne diseases and associated ectoparasites. Classroom learning will be complemented by field exercises and practical experience to conduct mosquito trapping and tick collection, and field trips. Guest speakers will provide professional experience from the field and highlight practical aspects of their jobs.

The course is divided into Weekly Learning Modules. Each learning module covers a topic of the class and is associated with a chapter(s) in your textbook(s) and homework exercises. Each module posted in Folio will include course notes, assignment instructions, and reading and supplemental materials related to the topic of the module. The lecture notes and supplementary materials will be posted after the class.

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 (90) hours of work outside of class. The actual time may be more depending on your learning style.
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. Unless there are planned group activities, students are expected to independently complete all other activities, exercises, assignments, and assessments including quizzes.
4. Students are expected to produce quality work. All assignments must be typed, checked for spelling and grammar, and formatted according to the instructions before submission for grading. Inclusion of proper citation and quotation of references is expected when relevant to support a point of view, fact or an argument. Failure to give credit or improper use of references will result in a failing grade on assignments. If you have questions about citation, please seek help from the Instructor or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource. To learn more, visit their website: <http://class.georgiasouthern.edu/writingc/>.
5. All assignments must be turned in through Folio (to the designated Dropbox) unless otherwise directed. All files submitted must be in .doc or .docx formats, include numbered pages and showing your name in a header or footnote on each page of your paper. The 1.5-line-spaced text should be typed using 11 font size, Times New Roman or similar font style, and have standard 1" margins. Assignments submitted via email will not be accepted for review and/or grading; lack of adherence to the formatting requirements will result in a lower grade.
6. All written assignments will be checked for plagiarism using "Turnitin" function in Folio, any plagiarism report higher than 25% will have a minimum of 20% of the grade-point deducted from the assignment. The deductions will increase as the plagiarism percentage increases. Anything above 50% will not be graded and receive a grade of "0". Repeated instances will be reported to Georgia Southern University's Judicial Board.
7. 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 and meet the deadlines.
8. Respondus LockDown Browser – a proctoring software will be used for assessments of online quizzes, tests and exams. You must download this software on your computer before taking the quizzes.

Required Course Work:

I. Short Quizzes (Activity 1).

Each student must take seven (7) short quizzes in this course. Each quiz will consist of 10 questions totaling 10 points that will be from the readings of PowerPoint slides, book chapters, and supplemental readings. These quizzes are to help you with learning terminology and guide you to main concept of the topic studied. All the quizzes will open at 12:30 AM on the day before the due date (Tuesdays and/or Thursdays) and will close at 10:00 PM on due date throughout the course (check the Course Schedule below). It is highly recommended that you follow the unit plan to stay on track with your quizzes. Please do not wait until the last minute to complete the quizzes. Quizzes will have a 12-minute time limit. You can take each quiz up to three (3) times, the highest score will be recorded for grading. You will be successful if you have read the related chapters in the textbook and other materials associated with that topic prior to taking the quiz.

II. Tests (Activities 1-2-3).

There will be three (3) tests given throughout the course of the semester. Each test will consist of 10 to 15 questions totaling 30 points and will be focused on explaining and applying of concepts pertinent to specific vector-borne diseases, prevention, control and impact onto population. These tests are intermediate assessment to aid students to navigate through the course and learn required topics in small chunks. These tests will be on-line and will last for 30 to 45 minutes. You will have one attempt to complete the test.

III. Field Reports (Activity 5).

Weather permitting, there will be two field exercises to practice trapping of mosquitos and ticks. After completion of these exercises, each student is required to submit a written report according to specified instructions (to be provided) and a deadline. To make the best use of the day light time these classes will start an hour early (4 pm). **These are graded individual exercises which will be a part of your final grade for this course.** Maximum grade for each report is 25 points. Depending the weather conditions all changes will be announced via e-mail before each event. It is a responsibility of each student to check his/her emails and be informed about the changes.

IV. Discussion of a Peer-reviewed Article (Activity 4).

Each student is expected to read and discuss one (1) short peer-reviewed article recommended by the Instructor. The papers will be focused on an outbreak involving main vector-borne diseases and/or current approaches to control ectoparasites and prevent outbreaks in different communities. Each student is expected to make a verbal report and submit 1-page fact sheet summarizing and interpreting main concepts of the paper reviewed. This assignment is worth 20 points. Furthermore, there will be three (3) whole class discussions of the relevant articles. This activity is worth 10 points and will be averaged based on three discussions.

V. Questions to the Professional (Activities 3-4-5).

There will be at least 2 or 3 guest speakers and two educational field trips. As a part of your readiness for experience, each student is to prepare 5 questions for guest speaker or field site host. Each set of 5 questions is worth 10 points; the questions are to be typed and submitted to Folio no later than 1 hour before the corresponding class begins. This activity is worth 50 points (total).

VI. Final Course Project (Activities 3-4-5):

Five-page paper (approx. 2,500 words) analyzing existing approaches to prevention and control of selected vector-borne disease and associated contemporary challenges and limitations. As a part of this project each student will develop a plan to control specific situation based on the materials studied during the semester. Incorporation of current CDC and/or WHO recommendations will be expected. The report will be presented as a PowerPoint and a hard copy of the final summary and analysis to be submitted to Folio on December 3, 2021. Final oral presentation is worth 25 points and final paper is 50 points.

VII. Final Exam (Activities 1-2-3-4):

Final exam will be a cumulative exam with multiple-choice, short-answer type, and essay type questions. The exam will be taken on-line on December 8, 2021. If you need special accommodations, please inform the Instructor in advance.

VIII. Plagiarism recognition training certificate:

All students are required to complete plagiarism recognition training (<https://tedfrick.sitehost.iu.edu/plagiarism/>) and submit a copy of their certificate of completion (undergraduate test) to the instructor via e-mail. This is due on Tuesday, August 17, 2021 by 4 pm EST. This is required and graded assignment (25 points). One point will be deducted for each day beyond the due date.

Grading

The course grade will be determined through a combination of quizzes, peer-reviewed paper discussions, field reports, class presentation, tests, and the final examination.

The weighting of assignments for purposes of grading is described below.

| Assignment | Materials Covered | Quantity | Points | Total | Effort |
|---|---|------------------------------|--------|------------|-------------|
| Plagiarism recognition training certificate | On-line training | 1 | 25 | 25 | 5% |
| Quizzes | Book chapters, lecture handouts, and relevant supplementary materials | 7 | 10 | 70 | 14% |
| Tests | Book chapters, lecture handouts, and relevant supplementary materials | 3 | 30 | 90 | 18% |
| Field reports | Information discussed during field exercises, facts learnt, personal observations and reflections | 2 | 25 | 50 | 10% |
| Paper discussion | A brief report on the main findings, strengths, and weaknesses, and future directions of the study pertinent to the topic of the class | 1 individual 3 as a group | 20+10 | 30 | 6% |
| Questions to the Professional | Preparing in depth questions for guest speakers or field site host | 4 | 10 | 40 | 8% |
| Oral presentation of the final project | PowerPoint presentation | 1 | 25 | 25 | 5% |
| Final project paper | Paper analyzing existing approaches to prevention and control of selected vector-borne diseases & contemporary challenges and limitations | 1 | 50 | 50 | 10% |
| Class participation | All topics | 1 | 20 | 20 | 4% |
| Final Exam | All Chapters Covered through Exam Date | 1 | 100 | 100 | 20% |
| Total | | | | 500 | 100% |

The following point scale will be utilized in grading:

450-to-500 points (90%) A
400-to-449 points (80%) B
350-to-399 points (70%) C

300-to-349 points (60%)
A cumulative total of 299 points or less will be considered as failing.

For the calculation of your final grade, all grades above will be included. Points will not be rounded up to increase a grade; grading on a curve will not be used in this class.

Your grades will be posted in the grade book, they will be also available to you via Folio. 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.

Any assignments submitted AFTER the due date AND due time, will NOT be graded. When extraordinary circumstances occur (e.g., serious illness, death in the family, accidents, weather inclement etc.), and/or if you need additional time to satisfactorily complete any course requirement, please, consult with the instructor within a reasonable amount of time via e-mail.

Please note: Extensions are not guaranteed and will be granted solely at the discretion of the instructor. Adequate documentation may be required to grant a deadline extension.

EXTRA CREDIT

No individual extra credit is allowed or will be given in this course. All students are expected to utilize best effort on all assignments, graded examinations, and intellectual challenges (papers, discussions, presentations) and so forth.

QUIZ, TEST or EXAM MAKE-UPS

No make-up TEST or QUIZZES are given except for a **university excused absence with full documentation**. If you miss a test and provide a university excused absence with full documentation you have one week to take the make-up exam. 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 the Instructor via email to provide a university excused absence with full documentation and schedule the make-up exam; otherwise, a "0" will be assigned to the test.

Exams and quizzes are the property of the Instructor, any exams or quizzes removed physically from the classroom or electronically via digital means by the student will result in the score of a "0" for that exam and/ or quiz, and an "F" for the entire course.

The final exam is mandatory and will be proctored during finals week on the day mentioned in the course overview table. If you have special needs and require special assistance, please contact Georgia Southern University.

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.

Instructor Objective and Commitments

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. Please feel free to visit my office, call, or e-mail me at any time. If you can get to my office during my office hours, I will be happy to arrange additional meetings via Zoom, WebEx or Skype.

Inclusive Excellence at Georgia Southern University

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 believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

CLASS ETIQUETTE:

Civility Statement

Your individual success is my priority. I feel my job is to shape you both intellectually and professionally. Because this class needs to be participatory and students need to fulfill their potential for learning, people who disrupt this classroom environment by their words or actions disrupt this process. Talking out of turn, rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on every one's learning. When a person disrupts the class in these ways, total professional points earned by the student will reflect this and the faculty can report this behavior to Dean of Students.

Georgia Southern Student Handbook (p.5.) defines "6) "Classroom Disruption" as "any classroom behavior that interferes with the instructor's ability to conduct class or the ability of other students to learn". Respect requires that when one person is talking, others remain quiet and listen. Cross-talking is disruptive. In this class, there will be times when I will need to talk while everyone listens or remains quiet, you will get opportunities to share and we will remain quiet and listening, and we will group share. Let's see how we can help each other with this.

Texting and Use of Cell Phones (and Other Technologies)

Turn off ring tones of your cell phones during the classes, discussions, and presentation meetings, and field trips. Unless internet access is required for class activity, laptops, iPads and similar devices are not to be used during the class sessions. Texting during class (or in a meeting) is disruptive and rude to the Instructor. You should put cell phones away during class meetings, so they are not a source of temptation. Offenders will be asked to leave.

Food and Drinks

You can bring a bottle of water or soda; however, eating in class is not allowed. If you need to use a chewing gum you can do it quietly without making bubbles, smacking sounds or other gross noises that disturb others; do not **chew gum during** a presentation or conversation with the guest speakers. Do not dispose chewing gum in a classroom.

Tardy/Late Policy

It is expected the students to be present when class starts. The class always starts on time, so you need to be in your seat & ready to go by 5:00 pm. Inform the instructor in advance if you will

be late or absent, or if you must leave early. Be professional, late arrivals (first 5 minutes of class or less) will not be permitted for more than two times during the semester. Late arrival for field or lab exercises will not be permitted and student will not receive credits for missing session. Tardiness due to your research project or a meeting is not an excuse to be late. The class will have no breaks.

Communications

E-mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail addresses regularly and to open and read e-mails your professors and the University send.

If you have any questions related to the course submit your questions to Folio using “*Questions to Professor*” link. All personal questions, questions about grading or inquiries about professional development and research opportunities should be sent to the instructor’s Georgia Southern e-mail. Be sure that you sign your e-mail and address it properly; do not use acronyms and text message abbreviations. If you ask me a direct question via e-mail, I will generally reply within 24-48 hours; weekends and holidays may take longer.

Office Hours

I will be happy to meet with you and discuss any questions related to the course, professional development or research opportunities. Please also talk to me before or after the class, schedule a Zoom (WebEx, Skype) meeting during my office hours or make a special appointment so you have an undivided attention. If there is a special topic to discuss, you may want to send a heads-up e-mail, so I am prepared to see you and have a better answer for your inquiry. Please, be advised that I am open to discuss any problems and difficulties related to your assignments and help you to complete the assignments on Monday through Thursday; no help or consultation related to the homework assignments will be available on Fridays.

Folio

All assignments including quizzes, tests and exams will be posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-2287). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work. It is my recommendation is to use Chrome for work in Folio, although most other updated browsers will work. Assignments will not be accepted via email or attachments on emails. The deadline for each assignment is listed on a calendar. Weather and Internet outages are not accepted as an excuse for late papers or unsubmitted papers.

After uploading any attachments on Folio, you should download the file to ensure the file can be accessed. If you experience technical difficulties that prevent you from submitting your work by the assigned date, you must inform the Instructor via e-mail **before the due date**. For technical assistance, contact: Center for Academic Technology Support (912) 478-0882 or cats@georgiasouthern.edu. The Center also provides Live Chat for quick questions too. (Hours: M-Th 7:30 am - 9 pm; F 7:30 am - 5 pm; Su 4 - 9 pm).

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously

disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*).

Academic Integrity and Misconduct

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

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.
- E. Self-plagiarism: recycling your own work from other classes or other assignments.

To avoid any potential problem and learn more about plagiarism visit <https://tedfrick.sitehost.iu.edu/plagiarism/>, complete tutorials and take the quiz. Completion of this quiz is required for this class. All written assignments will be submitted to Folio using TurnItIn, an anti-plagiarism software. Students who plagiarize will be reported and receive a grade of "0" on the assignment. Plagiarism can also result in course failure and university dismissal.

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 as described below.

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 disciplinary 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 a repeat 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 Department 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.

Academic Handbook:

Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar For the Semester:

The University Calendar is located within 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 on a first day of the course. 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.

Tacit Approval

Review this document carefully and ensure that you understand the course policies, procedures, tentative course structure, and grading schema. Remaining in the course implies tacit agreement to the policies and procedures detailed in this syllabus.

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