

Georgia Southern University

Digital Commons@Georgia Southern

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

Fall 2021

PUBH 2131 - Introduction to Community and Public Health

Randall Ford Dr.

Georgia Southern University, Jiann-Ping Hsu College of Public Health, rf08112@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

Recommended Citation

Ford, Randall Dr., "PUBH 2131 - Introduction to Community and Public Health" (2021). *Public Health Syllabi*. 500.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/500>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 2131A- Introduction to Community and Public Health
Fall 2021

<u>Instructor:</u>	Randall Ford, DDS, MA, MACSD
<u>Office:</u>	Hendricks Hall, Room 3010
<u>Phone:</u>	(865) 591-4829
<u>E-Mail Address:</u>	rf08112@georgiasouthern.edu
<u>Office Hours:</u>	Tuesdays 9-11 a.m. or by appointment
<u>Class Meets:</u>	Mondays, Wednesdays, and Fridays 10:10-11:00 a.m. Education Building 1115

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

Prerequisites: N/A

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

Catalog Description

Introduces the student to the core functions of public health with an emphasis on community health programs and current trends of population health. Exposes the student to the role of community health practice in maximizing the health status of all populations. Course will include an overview of the organizational structure of federal, state, and local health-related agencies and examine the interrelationship of political, social, cultural and economic dimensions of community based population health activities. (2018-2019, Georgia Southern University Undergraduate and Graduate Course Catalog)

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

Required Textbook: Introduction to Community and Public Health. ISBN-9781284108415

Recommended Textbook: APA. (2009). *Publication manual of the American Psychological Association*. (6th ed). Washington, D.C.: Author.

BSPH Core Student Learning Outcomes

CEPH Concentration Competencies

CEPH BSPH Competencies

Public Health Communication

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

Information Literacy

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

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

Course Objectives: By the end of the semester the student will be able to:

1. Describe the core functions of public health with an emphasis on community health programs
2. Describe the 10 essential services of public health
3. Recognize trends in population health (health outcomes of a group of individuals, including the distribution of outcomes)
4. Describe the role of community health practice in maximizing the health status of all populations.
5. Articulate the organizational structure of federal, state, and local health-related agencies resources and services.
6. Examine interrelationship of political, social, cultural and economic dimensions of community-based population health activities

Assessment of Student Learning

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Overview of the content to be covered the semester:

Community Health Course Schedule- *Fall 2021*

Week Module	Tentative Class Topic	Reading Assignments	Due Dates
Week One 8/11-8/13	-Course Introduction & Syllabus Community and Public Health: Yesterday, Today, and Tomorrow	Chapter 1	

	Service Learning Introduction 8/13 (class is mandatory)		
Week Two 8/16-8/20 Module 1	Module 2 Organizations that Help Shape Community and Public Health 8/20*- Top VIA Choice returned to students	Chapter 2	Due in-class 8/18: Top 3 VIA Agency Choices and Why
Week Three 8/23-8/27 Module 2	Epidemiology: The Study of Disease, Injury, and Death in the Community	Chapter 3	Due in-class 8/23: Resume and cover letter for SLP or Lit Review due on folio. Submit in dropbox . Your approved resume and cover letter must be submitted to <u>your VIA agency by Friday 8/27</u> RAT #1 (Ch 1 and 2) Due (8/27) by 10pm
Week Four 8/30-9/3 Module 2	Module 2 Communicable and Noncommunicable Disease: Prevention and Control of Diseases and Health Conditions	Chapter 4	
Week Five 9/6-9/10	Module 3 NO CLASS 9/6: Labor Day Community Organizing/Building and Health Promotion Programming <i>*No formal in-class meeting: 9/20- Research, interview, or begin volunteering at your VIA Agency</i>	Chapter 5	RAT #2 (Ch 3 and 4) Due (9/10) by 10pm

Week Six 9/13-9/17 Module 3	Module 3 The School Health Program: A Component of Community and Public Health <i>*No Class Friday 9/17- Service Learning Project sites</i>	Chapter 6	
Week Seven 9/20-9/24	Maternal, Infant, and Child Health <i>*No Class Friday 9/24- SLP</i>	Chapter 7	RAT #3 (Ch 5 and 6) Due (9/24) by 10 pm
Week Eight 9/27-10/1	Adolescent, Young Adults & Adults Midterm Exam September 29th <i>*No Class Friday 10/1- SLP</i>	Chapter 8	Midterm Exam 9/29 SLP Update #1 due 10/1
Week Nine 10/4-10/8 Module 4	Module 4 Older Adults <i>*No Class Friday 10/8- SLP</i>	Chapter 9	RAT #4 (Ch 7 and 8) Due (10/8) by 10pm
Week Ten 10/11-10/15 Module 5	Module 5 Special Populations-Disparate Populations and Community & Public Health	Chapter 10	
Week Eleven 10/18-10/22 Module 6	Community Mental Health <i>*No class Friday 10/22- SLP</i>	Chapter 11	
Week Twelve 10/25-10/29 Module 6	Module 6 Alcohol, Tobacco, and Other Drugs <i>*No class Friday 10/29- SLP</i>	Chapter 12	RAT #5 (Ch 9 and 10) Due (10/29) by 10pm SLP Update #2 due 10/29
Week Thirteen 11/1-11/5	Module 6 Healthcare Delivery in the U.S. <i>*No Class Friday 11/5-SLP</i>	Chapter 13	
Week Fourteen 11/8-11/12 Module 8	Module 7 Environmental Health Service Learning Debrief 11/12	Chapter 14	RAT #6 (Ch 11 and 12) Due (11/12) by 10pm Friday 11/12: Service Learning Project Due!

Week Fifteen 11/15-11/19	Injuries As A Community and Public Health Problem Course Wrap Up & Final Exam Review	Chapter 15	RAT #7 (Ch 13 & 14) Due (11/19) by 10pm
11/22-11/26	NO CLASS THANKSGIVING BREAK		
Week Sixteen 11/29-12/1	Safety and Health In the Workplace Course Wrap Up & Final Exam Review	Chapter 16	RAT #8 (Ch 15 & 16) Due (12/1) by 10pm
Finals Week 12/2-12/8	Final Exam: Wednesday December 8th 10:00am-12:00pm		

**Some Friday classes will be designated ‘Volunteer Friday’ to allow out of class time to work with your local community health agency, the class will only meet on Fridays indicated by the instructor.

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

Assignments:

1. **Reading Assessment Tests (RATs).** RATs will assess students’ understanding of the material presented through the assigned textbook readings. The exams will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. Please see the course schedule for due dates and times **(80 pts)**.
2. **Midterm Exam.** The midterm exam will be an assessment of the student’s understanding of the course material including lectures, course readings, and online modules. The midterm exam will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. It will cover Modules 1-4. **(50 points)**

2. **Final Exam.** The final exam will be a cumulative assessment of the student's understanding of the course material including lecture, course readings, and online modules. The final exam will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. **(100 pts).**

3. **Service Learning Project (SLP):** Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. At the beginning of the semester, students will apply for a Volunteer in Action "VIA" Experience with the Office of Student Leadership and Community Engagement. The project includes: 1) choosing a topic/volunteering site of interest that may or may not be directly related to public health 2) writing a 1 1/2 page literature review on the selected topic that identifies a target population and needs assessment of the target population OR a Resume & Cover Letter that introduces the student and their experience to their potential volunteer site, 3) at least 10 service-learning hours dedicated to research, raising awareness, advocacy or volunteering for the specific topic or agency, 4) A final 2-3 page written summary relating the work and mission of an organization or agency and how they provide services and address the identified health needs of the specific target population that is affected by the topic of interest, 5) A reflection presentation that summarizes the student's experience throughout the completion of this project. This project will be discussed in detail at the beginning of the semester. A rubric will be provided (160 pts).

Point Break Down of Service Learning Project (SLP) Assignments

Application for the VIA Experience- 25 points

- Students will select at least three topics of interest (list the topics in order of most interested to least interested). Students will provide a brief paragraph explaining why they are interested in each topic. Topics will be reviewed and students will be given approval to move forward with their top choice by the instructor. (5 points)
- If a student is creating their own service-learning project- Students will write a 1 ½ page literature review on the approved topic. This will require research on behalf of the student. The literature review should be able to provide 1) a clear definition of the topic/problem, 2) a target population (who is most affected, at risk, etc.), 3) What attempts have been made to address the topic/issue/problem, 4) What is needed and/or what could be done to help eliminate and eradicate the problem. (20 points)
- If a student is volunteering at a service-learning site – Student will create a resume and cover letter addressed to the agency they wish to volunteer with. (see resume and cover letter handout)

Service Learning Updates (2 @ 5 pts each) 10 points

- Students will fill out a google form twice this semester to update their instructor of the progress they have made toward completion of their project.

Service-Learning Hour Log (10 Hours) 30 points

Students will dedicate 10 hours of service through research and advocacy towards their chosen topic. Examples of this could be:

- Research, assessment, or evaluation requested by a partner organization
- Creating deliverables for a partner organization, such as digital media or social media content, print materials, or other resources
- Creating virtual educational materials such as webinars or streaming a presentation or performance
- Conduct background research or gather best practices or other information requested by the community partner(s)
- Analyze historical documents or existing data
- Doing 10 hours of volunteer work at a selected agency

Students will be required to document the dates/times/hours spent doing activities for SLP.

Final Agency Summary Paper

65 points

-See rubric in folio.

Reflection Presentation-**25 points**

-See rubric in folio.

Total Points: 160 points

Point Break Down of Service Learning Project (SLP)

Application for the VIA Experience	25 points
Service Learning Updates (2 @ 5 pts each)	10 points
Service-Learning Log (10 Hours)	30 points
Final Agency Summary Paper	65 points
Reflection Presentation	25 points
<u>Letterhead Stationary From Agencies:</u>	<u>5 points</u>
Total Points:	160 points

4. **Class Participation/Activities.** Class activities will vary throughout the semester. Activities will include things such as reflections, critiques, in-class work (individual/group), 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. If a student misses class participation/activity points because he or she is absent they will not be allowed to complete the assignment for credit. **(60 pts)**

Course Grading Scale:

Reading Assessment Tests (RAT)	80
Midterm Exam	50
Final Exam	100
Service Learning /Community Agency Project	160
<u>Class Participation/Activities</u>	<u>60</u>
TOTAL POINTS:	450

Grades:

405-450pts.	90-100%	A
360-404 pts.	80-89%	B
315-359 pts.	70-79%	C
270-314 pts.	60-69%	D
0-269 pts.	0-59%	F

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations:

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc. of what was covered on the day of your absence. IF you miss exams, quizzes or other assignments because of a missed class, then you will receive a "0".

2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for **an university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.

4. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted), but some will be turned in during class time. For assignments turned in during class,

please place on the front desk as you walk in. These assignments are due within the first five minutes of class, after that they are considered late and will not be accepted.

5. All assignments must be given to the professor directly, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.

6. Please consult the STUDENT CONDUCT CODE 2021-2022 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned a "F" for the course.

7. Last day to withdraw from class without academic penalty is **October 7th, 2021**. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".

8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.

9. On the first day of class all students must sign an acknowledgement and consent form that they have received a copy of the syllabus and understand the course policies, expectations and grading procedures.

10. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

11. If you are receiving services from the Student Disability Resource Center (SDRC), please come and see me, as soon as possible, to schedule an appointment and to present me with an official accommodation letter.

12. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.

13. When you need to contact me, please do so through the jamesthomas@georgiasouthern.edu email account for I check this one more frequently than the Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).

14. Cell Phone Policy: Cell phones are expected to be OFF (or on silent) and OFF your desk (in your purse or bookbag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class. If completing an in class activity and you are asked to leave you will not receive credit for participation. In case of an emergency, please notify me prior to class.

15. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.

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/>

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful. Please feel free to visit my office, call, or e-mail me at any time.

Open Door/ Closed Door Office Policy: Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

, 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.

Requirements for Written Work

1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 10-12 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 Georgia Southern's 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.

Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH4132), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

****If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.**

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. 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.

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