

# PBHL 3100: Introduction to Public Health

Spring 2022

**Location:** Zell B Miller Learning Center, Room 350

**Meeting Days:** Mondays, Wednesdays, and Fridays

**Meeting Times:**

- 10:20 - 11:10 (CRN 24195)
- 11:30 - 12:20 (CRN 33089)

A synchronous Zoom option may be available during the semester, please check eLC announcements for information and links.

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## INSTRUCTOR

**Justin Ingels, Ph.D., MPH**

**Email:** [ingels@uga.edu](mailto:ingels@uga.edu) (mailto:drinsertname@uga.edu)

**CPH webpage** (<https://publichealth.uga.edu/faculty-member/justin-b-ingels/>)

**Office Phone:** 706-713-2738

**Office Location:** 105E Rhodes Hall, Health Sciences Campus

"In the U.S., where you live, your income, education, race and access to health care mean as much as a 15-year difference in how long you will live. Equally shocking: studies show that even wealthy, highly educated Americans with access to quality care suffer a health disadvantage to peers in other high-income countries."

**Office Hours:** I don't hold specific office hours. I have found that not being on the main UGA campus makes traditional office hours of less interest to students. Instead I ask that students set meetings by appointment (see details below).

## Course Teaching Assistant

### Carlyncia McDowell

Carlyncia McDowell is a second-year graduate student in the MPH program and a candidate for a certificate in Disaster Management. She completed her undergraduate studies at Spelman College in Atlanta, GA, where she received her B.A. in psychology with a minor in public health. This past summer, Carlyncia worked with UGA's Division for Academic Enhancement as a Thrive Mentor and the last semester as a CDC SWEP Intern working with the Agency for Toxic Substances and Disease Registry (ATSDR). Carlyncia's interests include mental health, health disparities and social determinants within marginalized communities, and the role of policies in health equity.

**Email:** [carlyncia.mcdowell@uga.edu](mailto:carlyncia.mcdowell@uga.edu)

(mailto:%20carlyncia.mcdowell@uga.edu) or [cm81222@uga.edu](mailto:cm81222@uga.edu)

(mailto:cm81222@uga.edu) (generally can be reached weekdays until 11 pm, Saturdays between 11 and 1, and Sundays between 6 and 10)

**Office Hours:** Tuesdays 3-4 pm and by appointment (please email if you plan on joining office hours; no advanced notice necessary).

Office hours can be accessed through the following link: <https://zoom.us/j/9744550894?>

- [American Public Health Association](https://www.apha.org/what-is-public-health/generation-public-health)  
(<https://www.apha.org/what-is-public-health/generation-public-health>)

Public health is "the totality of all evidence-based public and private efforts throughout the life cycle that preserve and promote health and prevent disease, disability, and death."

- Public Health 101: Improving Community Health, Third Edition.  
Richard Riegelman, editor.

"Public health professionals try to prevent problems from happening or recurring through implementing educational programs, recommending policies, administering services and conducting research—in contrast to clinical professionals like doctors and nurses, who focus primarily on treating individuals after they become sick or injured. Public health also works to limit health disparities. A large part of public health is promoting health care equity, quality and accessibility."

- [CDC Foundation](https://www.cdcfoundation.org/what-public-health)  
(<https://www.cdcfoundation.org/what-public-health>)

pwd=aU5Ec3dMVHF4UXVSR1IRekZjVzNKdz09

(<https://zoom.us/j/9744550894?>

pwd=aU5Ec3dMVHF4UXVSR1IRekZjVzNKdz09) (passcode: ejB3Cj)

# COMMUNICATION

## Written

In this course, open communication between myself and each of you is important. I am often not in my office, therefore, reaching me through my office phone is not the most efficient method. To facilitate appropriate email communication, please consider the following:

- Please send all email correspondence to [ingels@uga.edu](mailto:ingels@uga.edu) (mailto:ingels@uga.edu). If you email me for any reason, please note you may not receive a response for up to 48 hours.
- If emails are received after 4:00 PM, the email will rarely be reviewed until the following day.
- There is no need to apologize for sending emails at "odd" hours, I don't get notifications about emails received so they will not cause an interruption or inconvenience.
- If emails are sent during the weekend, please note that responses will typically not be made until Monday.
- Please note the course number and subject in all email subject lines. I may not answer emails without this information in the heading.
  - Example: "PBHL 3100 12916" or "PBHL 3100 MWF 10:20"

Please use correct grammar in all correspondence, it is unacceptable to use "text writing" in emails, and good practice to write in a professional manner.

## Meetings

All requests for meetings should be made through YouCanBookMe, not through email. Students may also schedule an individual appointment through *You Can Book Me*. There are several options for the meeting type. In-person meetings on the Health Science Campus or virtual meetings over Zoom can be scheduled [using this link](https://justin-ingels-course.youcanbook.me) (https://justin-ingels-course.youcanbook.me). I will also be available before class in the MLC, these meetings can be scheduled [using this link](https://justin-ingels-course-mlc.youcanbook.me) (https://justin-ingels-course-mlc.youcanbook.me). Based on my calendar, any available 15- or 30-minute time slots will be shown and you will be able to reserve a time slot. This is an easier way to schedule a meeting than back and forth emails on availability. The default settings will not allow last-minute meetings. If you have a last-minute (less than 24 hours) need for a meeting, your best option is to try sending me an email but no guarantees can be made.

## Announcements

Please note that I will make all general course messages using the Announcements feature in eLC. These announcements appear on the course homepage and should be checked each time a student visits the course on eLC. This can include cancellations of class, changes in format for a day (i.e., Zoom only), and reminders about assignments or other required coursework.

If you forward your eLC email to another account, any eLC messages from me are sent from [ingels@uga.view.usg.edu](mailto:ingels@uga.view.usg.edu) (mailto:ingels@uga.view.usg.edu), and you cannot directly reply to this email address outside of eLC. Any reply to these messages outside of eLC will require you to replace that email address with *ingels@uga.edu*.

## COURSE DESCRIPTION

An introductory overview of the United States public health system as it currently exists and operates, with an emphasis on the core functions of public health. A survey of different approaches to public health problems, including health promotion and disease prevention.

While most people have some notion about what public health is, some may not realize its significance to their daily lives. Current public health issues include the Covid-19 pandemic, recent measles outbreaks across the United States, mass shootings, climate change, and the abortion rights debate. These public health issues affect societal outcomes and can impact individual outcomes. Because of this, public health efforts impact our health every day. The goal of public health is to protect and improve communities by

- preventing epidemics and the spread of disease;
- promoting healthy lifestyles for children and families;
- minimizing hazards in homes, work, communities, and the environment;
- ensuring high-quality healthcare services;
- safeguarding and improving the quality of the environment; and
- preparing for and responding to emergencies.

This course is designed to provide you with an overview of public health by emphasizing the population perspective and cross-cutting nature of public health. This course will provide you with the tools to think critically about the various aspects of public health including the population-level impacts of healthcare systems and recognition of the interplay between environmental and social/behavioral influences on the health of the public in the U.S. You will also learn how to apply theoretical models and concepts to real-world examples. Information about the diversity of public health perceptions, safeguarding strategies, and possible challenges will be discussed in a variety of formats including online virtual lab assignments, in-class discussions, and individual and small group activities.

## COURSE OBJECTIVES

By the conclusion of this course, students are expected to be able to:

1. Illustrate the differences between and interdependencies of public health and medicine.
2. Explain how historical events and major controversies have shaped the field of public health.
3. Identify the powers and responsibilities of the government in public health.
4. Compare and contrast the core disciplines of public health.
5. Critically examine the effect of environmental, behavioral, political, social, and economic factors on public health outcomes.

6. Understand how psychosocial factors affect health and health behavior.
7. Understand why the US medical system needs reform.
8. Examine innovative strategies to address current public health issues.
9. Use different communication strategies for public health material.

## COURSE MATERIALS

There is no required textbook for this course. All readings and other materials are provided through eLC.

## COURSE EXPECTATIONS

### Course Structure

The course is organized into chapters and modules. Each module has two to three chapters that link general threads or disciplines within public health. Most chapters are covered over one week of the class. Chapter and module content includes eLC pages of information, links to outside resources, videos, and interactive content. Students are expected to keep up with the information provided on eLC by logging on regularly and ensuring that all due dates are met. Each chapter includes a basic set of information provided in eLC that covers important terminology and key concepts. A chapter quiz is required to be completed at the start of each week to ensure all students have reviewed the basic information related to each chapter. During the week a chapter is covered, the basic terminology and concepts will not be directly covered in class, rather additional and more detailed information will be provided through lectures, in-class activities, and the group project.

### Quizzes, Assignments, and Deadlines

Due dates and deadlines are provided in a number of different ways. Most deadlines are outlined Course Schedule section of the syllabus. Additionally, a checklist will be provided on eLC for each week that will outline the required work, quizzes, and assignments, including deadlines. It is highly recommended that students utilize these checklists to ensure all assignments and quizzes are submitted on time. The instructor will post an announcement on eLC at the start of most weeks that will outline what will be done each day of class that week and provide reminders for upcoming deadlines. Any deviations from the course schedule will be provided in these announcements and announced during class.

## Attendance Policy

Course attendance is required and will be tracked using Top Hat (more details are provided below). Attendance can be counted by attending class in-person or attending class via Zoom (approval provided by instructor). For the entire semester, you are allowed 3 unexcused absences (no questions asked) without grade penalty. Recurrent absenteeism from class (4 or more unexcused absences) will result in a deduction of 20 points per additional unexcused absence through the ninth unexcused absence. Beyond nine unexcused absences, a deduction of 10 points per additional unexcused absence will be applied. For example, 3 unexcused absences will result in no deduction to the final grade. Nine unexcused absences will result in a deduction of 120 points (6\*20 points) to the final grade, a reduction of 20% of the final grade. Ten unexcused absences will result in a deduction of 130 points to the final grade, and so on. As a responsible participant in this class, you are encouraged to keep track of your attendance in Top Hat on a consistent basis. You should contact the instructor as soon as possible if any issues arise with being counted as present or absent in TopHat.

## Top Hat

We will be using Top Hat Pro ([www.tophat.com](http://www.tophat.com)) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMIw> (<https://bit.ly/31TGMIw>)).

If you already have a Top Hat account, go to

- <https://app.tophat.com/e/814332> (<https://app.tophat.com/e/814332>) (MWF 10:20, CRN: 24195)
- <https://app.tophat.com/e/743770> (<https://app.tophat.com/e/743770>) (MWF 11:30, CRN: 33089)

to be taken directly to our course.

If you are new to Top Hat, follow the link in the email invitation you received or...

- Go to <https://app.tophat.com/register/student> (<https://app.tophat.com/register/student>)
- Click "Search by school" and input the name of our school
- Search for our course with the following join code
  - 814332 (MWF 10:20, CRN: 24195)
  - 743770 (MWF 11:30, CRN: 33089)

If a paid subscription is required, it will be listed at checkout when you enroll in our Top Hat Pro course. Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com) (<mailto:support@tophat.com>)), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

## Covid-19

This course is an introduction to the field of public health and there is some expectation that all students practice appropriate public health-related activity while participating in this course. At this time (early January 2022) the general recommendation is that all persons, especially those not vaccinated for Covid-19, wear masks in public indoor settings if they are in an area of substantial or high transmission. To see if the University of Georgia is currently located in an area of "substantial" or "high" community transmission please click [here](https://covid.cdc.gov/covid-data-tracker/#county-view) (<https://covid.cdc.gov/covid-data-tracker/#county-view>). Any counties in red or orange are counties in this category where public health leadership recommends all persons wear masks indoor. The CDC provides a list of symptoms [here](https://www.cdc.gov/coronavirus/2019-ncov/symp) (<https://www.cdc.gov/coronavirus/2019-ncov/symp>). More specific Covid-19 details are provided below.

# EVALUATION CRITERIA

The course is designed around six modules. The basic theory behind engaging with the course for each module includes the introduction of basic information on each topic, with a particular emphasis on terminology, basic concepts, and important history through eLC and the chapter quizzes. Students will go deeper into some topics through additional eLC pages and course lectures. Course lectures will also be used to provide an opportunity for students to engage with one another on topics, sharing newly acquired knowledge with one another and the instructor. At the end of each module, students will be required to take a module quiz that will ask more detailed questions than the chapter quiz on concepts from that module. The group project will provide students an opportunity to dig deeper into a topic of interest and apply some course concepts to that topic.

## Final Grade Scheme

Percentage	Percentage
A = 94-100	C+ = 77-79.99
A- = 90-93.99	C = 73-76.99
B+ = 87-89.99	C- = 70-72.99
B = 83-86.99	D = 60-69.99
B- = 80-82.99	F = < 60

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Please note that grades are not rounded up, so to receive an A, students must achieve at least a 94.0% in the course not a 93.5% or higher. As a responsible participant in this class, you are encouraged to keep track of your grades. To aid you in this endeavor, grades will be kept up to date in eLC. By the end of the semester, all grade components will be included in the grade book on eLC. Additionally, the University has provided you with an accessible online academic calendar (<https://reg.uga.edu/general-information/calendars/academic-calendars/> (<https://reg.uga.edu/general-information/calendars/academic-calendars/>)) where you can keep up to date with the drop/add and withdrawal deadlines.

## Overview of Grading Categories

### **Group Project (120 points total)**

The group project is designed to give you an opportunity to apply some of the knowledge you will gain and theories that are presented this semester to a public health issue of interest. The group project will require students to do the following:

- Analyze a public health issue of interest
- Identify sources of information and interpret measures that explain the extent of the issue
- Evaluate, diagram, and explore the public health system
- Create a 30- to 60-second message and a high-quality podcast on a public health issue of interest

This process will be accomplished through a series of seven assignments, culminating in the creation of a 10-15 minute podcast by each group. The assignments will build upon one another and often directly connect to course content.

More detailed information about the group project will be provided in eLC through the Group Project module. Most group project assignments will be completed as a group and all members will receive the same grade. Class time will be used to introduce and address each of these assignments and typically some time will be given during class for groups to begin working on the assignments.

The final podcast for the group project is allotted 50 points, all other assignments are allotted between 5 and 20 points each. Most group project assignments will be submitted through an assignment dropbox on eLC or a form provided by the instructor. Detailed instructions and links for submission will be provided in eLC through the Group Project module.

## **Group Project-Related (125 points total)**

After the completion of the group assignment, individuals will have two additional tasks to complete as part of the course grade. First, students will complete an evaluation of the participation and contribution of each student in their group to the project. Based upon these evaluations, each student will receive up to 50 points. Finally, students will be required to listen and respond to projects completed by six other groups across the course sections for a total of 75 points. This work takes place of a final exam for the course, giving each student the opportunity to engage more deeply with public health topics of interest.

## **Quizzes (275 points total)**

The course includes chapter and module quizzes. There are 14 chapter quizzes. There are six module quizzes that will test students on textbook information and additional course content provided throughout that module both on eLC and through course lectures. A syllabus quiz will be given on the first day to ensure everyone has reviewed the syllabus. There are no midterm or final exams.

Chapter quizzes are allotted 10 points each (140 points total). Module quizzes are allotted 25 points each (125 points total). The syllabus quiz is allotted 10 points.

Students are given 30 minutes to complete chapter quizzes and 60 minutes to complete module quizzes. Only one attempt is allowed for all quizzes except the syllabus quiz (20 minutes) where multiple attempts are allowed with the highest score submitted by the deadline kept as the final grade.

## **Participation (80 points)**

This course requires participation during course lectures through Top Hat and other activities conducted during class. Full participation throughout the semester will allow students to receive all 70 points. Many in-class activities will be assigned to students that needed to



Week	Dates	Module	Chapter	Notes	Deadlines
1	1/10 - 1/16	1	1		Chapter 1 Quiz due Sunday night, Milestone 1 due Sunday night
2	1/17 - 1/23	1	1	No class on Monday, TopHat attendance starts Wednesday	Syllabus Quiz due Tuesday night, Chapter 2 Quiz due Sunday night
3	1/24 - 1/30	1	2		Chapter 3 Quiz due Sunday night
4	1/31 - 2/6	1	3		Milestone 2 due Friday night, Chapter 4 Quiz due Sunday night, Module 1 Quiz due Sunday night
5	2/7 - 2/13	2	4		Chapter 5 Quiz due Sunday night
6	2/14 - 2/20	2	5		Chapter 6 Quiz due Sunday night
7	2/21 - 2/27	2	6		Chapter 7 Quiz due Sunday night, Module 2 Quiz due Sunday night
8	2/28 - 3/6	3	7		
Spring Break Week, 3/7 - 3/13					Chapter 8 Quiz due Sunday night
9	3/14 - 3/20	3	8		Milestone 3 due Wednesday night, Chapter 9 Quiz due Sunday night, Milestone 4 due Sunday night
10	3/21 - 3/27	3	9		Chapter 10 Quiz due Sunday night, Module 3 Quiz due Sunday night
11	3/28 - 4/3	4	10		Chapter 11 Quiz due Sunday night, Milestone 5 due Friday

					night
12	4/4 - 4/10	4	11		Milestone 6 due Wednesday night, Chapter 12 Quiz due Sunday night
13	4/11 - 4/17	4	12		Chapter 13 Quiz due Sunday night, Module 4 Quiz due Sunday night
14	4/18 - 4/24	5	13		Chapter 14 Quiz due Sunday night, Milestone 7 due Sunday night
15	4/25 - 5/1	5	14		Group Evaluations due Wednesday night
16	5/2 - 5/11			Reading Day on Wednesday, Finals start on Thursday, Finals end on Wednesday (5/11)	Module 5 Quiz due Wednesday night, Individual Evaluations due Sunday night

### Course Schedule Table Notes

- Weeks are defined from Monday through Sunday.
- Due dates with "night" refer to 11:59 PM unless noted otherwise.
- Therefore, the Chapter 1 Quiz is due by 11:59 PM on Sunday, January 16. All other chapter quizzes are due the Sunday night before the week in which the chapter is covered.
- Chapters and their quizzes will be available by the Wednesday the week before the chapter is covered in class, if not sooner.
- Module quizzes will be available by the Wednesday before the Sunday each is due.
- Milestones are group project assignments with further details provided in the Group Project module on eLC. More details on each assignment including when class time will be provided to work on the assignment and all requirements are also provided in the Group Project module on eLC. I was born in April.

# Modules and Topical Outline

1. Introduction to Public Health (Chapters 1-3)
2. Epidemiology and Biostatistics (Chapters 4-6)
3. Health Promotion and Behavior (Chapters 7-9)
4. Medical Care and Health Policy (Chapters 10-12)
5. Environmental Health (Chapters 13-14)

Throughout this semester, the following topics will be covered in one or more of the course modules:

- Key events in the history of public health.
- Key terminology related to public health and each discipline.
- Epidemiologic investigations include outbreak investigation and major study types.
- Key terms and similarities and differences in infectious and chronic diseases, injuries, mental health, etc.
- Interpretation of epidemiological and statistical measures.
- Application of important public health models to public health issues.
- The social determinants of health, health disparities, and health equity.
- The role of the government in ensuring a clean environment, safe food systems, and pharmaceuticals.
- Climate change and impact on population health.
- Health insurance and the need for reform in the US health care system.

## DIVERSITY

### Appreciation of Diversity

The term "diversity" encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status.

## CPH and Diversity

The College of Public Health at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all. More about diversity can be found here: <https://www.publichealth.uga.edu/whats-new/resources-diversity-inclusion> (<https://www.publichealth.uga.edu/whats-new/resources-diversity-inclusion>).

It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. We have so much to learn from one another! We intend to present materials and activities that are respectful of all forms of diversity. That being said, we are all human and, therefore, we or other members of the class may unknowingly say things that are biased by our own experiences. In a respectful manner, please do share alternate viewpoints that we may not have considered, and also feel free to share with us ways that we could improve the effectiveness of the course for you personally or for other individual students or student groups. Because the class is relatively large and therefore limited in the amount of interaction that can occur during class, much of the learning from one another and sharing of diverse viewpoints and experiences will occur in small group settings. Everything stated above should be conducted in small groups including valuing the diverse resources that all students bring to group work, sharing alternative viewpoints, and finding ways to represent diversity in group assignments and activities.

## COVID-19

UGA adheres to guidance from the University System of Georgia and the recommendations from the Georgia Department of Public Health (DPH) related to quarantine and isolation. Since this may be updated periodically, we encourage you to review the latest guidelines [here](https://dph.georgia.gov/dph-covid-19-guidance) (<https://dph.georgia.gov/dph-covid-19-guidance>). The following information is based on guidance last updated on December 29, 2021.

# Face coverings

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

# COVID-19 vaccine?

University Health Center is scheduling appointments for students through the [UHC Patient Portal](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx) ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx)). [Learn more here](https://www.uhs.uga.edu/healthtopics/covid-vaccine) (<https://www.uhs.uga.edu/healthtopics/covid-vaccine>).

The DPH, pharmacy chains, and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine> (<https://georgia.gov/covid-vaccine>).

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one [here](https://www.usg.edu/vaccination) (<https://www.usg.edu/vaccination>).

# Symptoms, tests, and exposures

## What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies> (<https://www.uhs.uga.edu/info/emergencies>).

## What do I do if I test positive for COVID-19?

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are required to report it through the [DawgCheck Test Reporting Survey](https://dawgcheck.uga.edu/) (https://dawgcheck.uga.edu/). Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receives a positive COVID-19 test, regardless of vaccination status:

- Stay home for 5 days.
- If you have symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

## **What do I do if I have been exposed to COVID-19?**

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked\*\*) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
  - You do not need to quarantine at home and may come to class.
  - You should wear a mask around others for 10 days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
  - You must quarantine at home for 5 days. After that, you may return to class but continue to wear a mask around others for 5 additional days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

\*\* “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck](https://dawgcheck.uga.edu/) (https://dawgcheck.uga.edu/). If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu) (mailto:sco@uga.edu)) for assistance.

# UNIVERSITY POLICIES AND SERVICES

## Academic Honesty

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy, and procedures for handling cases of suspected dishonesty can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi) (www.uga.edu/ovpi).

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at <http://honesty.uga.edu/> (http://honesty.uga.edu/). The Academic Honesty Policy can be found at <https://honesty.uga.edu/Academic-Honesty-Policy/> (https://honesty.uga.edu/Academic-Honesty-Policy/)

## Accommodations Due to Disability

Students who seek special accommodations due to a disability should contact me during the first week of the semester or as soon as the need for accommodation is discovered. I will work with the Disability Resource Center (706-542-8719, <http://drc.uga.edu/> (http://drc.uga.edu/)) to provide appropriate accommodations.

## FERPA Notice

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation [here](https://osas.franklin.uga.edu/ferpa-and-privacy) (<https://osas.franklin.uga.edu/ferpa-and-privacy>). FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools) unless [this form](https://reg.uga.edu/_resources/documents/imported/FERPARestRequestForRestriction.pdf) ([https://reg.uga.edu/\\_resources/documents/imported/FERPARestRequestForRestriction.pdf](https://reg.uga.edu/_resources/documents/imported/FERPARestRequestForRestriction.pdf)) is submitted to the Registrar's Office.

## Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu> (<https://sco.uga.edu>). They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies> (<https://www.uhs.uga.edu/info/emergencies>)).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga> (<https://www.uhs.uga.edu/bewelluga/bewelluga>)) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Additional resources can be accessed through the UGA App.

My preferred method of stress relief is exercising...especially running though ever since my ACL reconstruction I run a lot less than I used to.