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|  | Department of Epidemiology    **PUBH 6016.10**    **Field/Laboratory Experience**  2 credits    [**http://publichealth.gwu.edu/departments/epidemiolog**](http://publichealth.gwu.edu/departments/epidemiolog)    **Residential Graduate Course** |

# Instructor(s)

Ann Goldman, PhD, MPH Joseph Schmitthenner, MS

Field/Laboratory Experience Co-Director Field/Laboratory Experience Co-Director

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Office Hours: By appointment Office Hours: By appointment

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Course Summary *The overall purpose of the Field/Laboratory Experience requirement is to introduce students in the MS PHMEID Program to a supervised practical experience to reinforce the classroom and laboratory work in their academic program.*

**Course Description**

*Experiences generally take place in one of the following areas:*

* *infectious disease research;*
* *public health laboratories; or*
* *a qualifying public health entity (local, state or federal public health department, multilateral health organization, private contractor, etc.) to introduce them to epidemiologic research, particularly, surveillance and its tie-in with laboratories either in the United States or in an international setting.*

*Students choosing a laboratory-focused experience will gain concrete experiences in key laboratory functions. This includes but is not limited to gaining experience in specimen collection, use of test kits, specimen storage and transport, chain of custody procedures, specimen processing in the laboratory, Good Laboratory Practices, general quality control issues, use of basic lab instrumentation, issues of biosafety, and exposure to one or more key laboratory test methods.*

*Students seeking a more epidemiology-focused experience will carry out the field placement in contexts where they will be exposed to epidemiologic research, surveillance, and the interaction between the laboratory and public health epidemiologists.*

*The Field/Laboratory Experience is a 2-credit, credit/no credit course. Students are required to spend a minimum of 120 hours in their field placement. While the timing of the field placement is flexible, the typical arrangement is about one day a week for 12 to 14 weeks.*

Course Prerequisite(s)

*Before a student can enroll in the Field/Laboratory Experience course, they must complete the following epidemiology and microbiology courses. These courses are:*

*PubH 6002 (Biostatistical Applications for Public Health)*

*PubH 6003 (Principles and Practice of Epidemiology)*

*PubH 6245 (Infectious Disease Epidemiology)*

*In the event a student has not completed one of these courses, the student must seek permission from a Program Director prior to enrolling in the Field/Laboratory Experience.*

*In addition, the student must have completed the following course requirements:*

1. *Attend the GWU Biosafety training course offered every semester.*
2. *Attend the mandatory MS Field/Lab Experience Orientation offered every semester.*
3. *Complete CITI and HIPAA on-line training (turn in copy of certificate to Student Records).*

# Program Competencies (list)

*[Insert applicable program competencies for* ***required*** *courses only]*

1. Describe the principles of microbial disease surveillance and epidemiology
2. Define public health roles and procedures of biomedical and public health laboratories
3. Understand currently used laboratory techniques and principles in public health microbiology and genomics that are used to distinguish characteristics of bacterial, viral and parasitic pathogens
4. Identify modes of transmission, pathogenic mechanisms, methods of control, and challenges for developing successful vaccines and drugs for bacteria, viruses and parasites

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| **Course Learning Objectives/Learning Outcomes – Upon completion of the course, students will be able to:** *(Avoid verbs like “understand” or “know;” instead use words such as: “analyze,” “synthesize,” “apply,” and “evaluate.”)* | **Meets Competency**  **Number** *(for required courses only)* |
| * Description of the key elements of specimen collection (biological, entomological and environmental) and transport and storage of these specimens. | # 1, 2, 3 |
| * Description of the key aspects of chain-of-study for collection, transport, receipt and processing of specimens | # 1, 2, 3, 4 |
| * Description of the proper use of the specific test kits and containers for the specimen collection | # 2, 3 |
| * Description of the key elements of the Good Clinical Laboratory Practices (GCLP) or Good Laboratory Practices (GLP) and how they apply to specific laboratory activities | # 2, 3 |
| * Discussion of privacy issues and identity protection of sensitive laboratory information | # 1, 2, 3 |
| * Description of the proper use of the various lab instruments and understanding key calibration and maintenance issues | # 1, 2, 3 |
| * Identify and assess patterns of emerging diseases to postulate hypotheses and to identify appropriate strategies in order to evaluate the impact of health problems | # 1, 2, 4 |
| * Enumerate and apply underlying principles and methods to design, plan, and conduct epidemiologic studies including observational and experimental designs, screening programs, public health surveillance, and other epidemiologic designs | # 1, 2, 3, 4 |
| * Apply epidemiological and biomedical concepts in identifying and describing the determinants and the distribution of disease in human populations | # 1, 2, 3, 4 |

# Required Texts

N/A

**Technology Requirements**

Technology requirements may vary depending on the site/project developed. Students are required to work with their Site Preceptor to determine the requirements for their placement. Students may be required to provide their own laptop, microphone and webcam. Some students may require access to the GW VLC

# Methods of Instruction (check all that apply)

Lectures Class and Small Group Discussions

Case Studies Student Presentations

Required Readings/Textbook X Other [Specify]

Recommended/Supplemental Readings

|  |  |  |  |
| --- | --- | --- | --- |
| On site planned, supervised and evaluated practice activity. |  |  |  |
| **Methods of Evaluation** |  |  | **Percent of Grade** |

|  |  |
| --- | --- |
| Field/Laboratory Experience Contract | 5% |
| Field/Laboratory Experience Report | 45% |
| Preceptor Evaluation | 50% |

# Standard SPH Graduate Grading Scale

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| --- | --- |
| A: 94-100% | C+: 77-79% |
| A-: 90-93% | C: 73-76% |
| B+: 87-89% | C-: 70-72% |
| B: 84-86% | F: Below 70% |
| B-: 80-83% |  |

**Workload**

This is an individualized course where students are learning through public health practice or research. Students are expected to put in a minimum of 120 hours over the course of a semester, which works out to a minimum of 9 hours a week.

This is a 2- credit field-based course. This translates into a minimum of 120 hours in the field. Procedures:

Students begin by working with the Course Director to identify a site (public health/epidemiology or laboratory).

* Once the site is identified they develop a Field/Laboratory Experience Proposal (See Appendix A).
* Students must keep a log of their time (minimum 120 hours), including dates, hours, and activities completed, certified by the preceptor (See Appendix B).
* At the completion of the Field/Laboratory Experience, the student will prepare a detailed report (4 pages or more) describing the various activities in which they were involved, the specific learning objectives achieved, and new knowledge gained. See the suggestions below and the template for the Field/Laboratory Experience report in Appendix C.
* The PD must receive electronic versions of the student’s proposal, log and report for the Field/Laboratory Experience. These will be placed in the student’s electronic folders.

Examples of Laboratory-oriented experiences:

* Describe two procedures for specimen preparation for at least two key laboratory tests.
* Participate in at least two laboratory tests (depending on the scope of the project). This will entail observing the proper techniques of specimen preparation and test procedures.

Examples of Epidemiology and/or Surveillance oriented experiences:

* Produce a study proposal including an analysis plan and the results for the epidemiologic/surveillance project in which you participated.
* Design a questionnaire and test it for validity.

The Site Preceptor will complete an evaluation form evaluating the student’s performance (Appendix D). The student will complete an evaluation form evaluating the Site Preceptor and Field/Laboratory Experience (Appendix E). Failure to complete the evaluation of the Site Preceptor and Field/Laboratory Experience will result in a 5% deduction from the overall grade.

Statistical Programming Support

Students can seek advice from DEB faculty on epidemiologic methods issues such as:

* Study design
* Sample size calculations
* Data management and analysis (SAS Coach)

If you require assistance, please contact your assigned Course Director or the departmental SAS Coach

Student Project Oversight

* All students participating in projects related to school requirements (dissertation, MPH culminating experience (CE), MPH Practicum, Biostatistics Consulting Practicum, Field Lab Experience, independent study, etc.) require oversight of their projects. This is not only for human protection / IRB reasons but also so the Department can monitor what types of projects are being conducted by students and ensure proper oversight.
* Before beginning any school project, students must complete the determination process and have a determination about next steps made.
* It is the faculty advisor’s responsibility to ensure that students have a determination on file for projects that meet academic program requirements. Students cannot begin their projects until a determination is made. Faculty advisors are ultimately responsible for each of the students that they advise on research projects.
* Process to comply with Student Project Oversight Portal
* Students should complete the REDCap form https://is.gd/gwsphstudentprojectoversight as soon as they have a project lined up, even if the proposal is not finalized; this will expedite the process.
* The Practicum/CE Coordinators and the Associate Chair will be notified a determination is waiting. In the unlikely event that there is no response within 7 working days, please write to manyadm@gwu.edu to confirm receipt.
* The Associate Chair will review the submission and ask the student and faculty advisor (if applicable) for clarifying information by email.
* Final determinations will be sent to the student, faculty advisor, and Practicum/CE Coordinators.
* RTF forms for the Practicum, CE, Field Lab Experience, Final Project, or Independent Study, students will not be approved until a determination has been made and all relevant approvals are in place.

NOTE: For more information, please consult the Student Project Oversight Process on the DEPI Practicum-CE Resource page.

Grading Scale and Standards

The Field/Laboratory Experience is a non-graded course. Based upon the preceptor’s evaluation of the student and the student’s Field/Laboratory Experience report receive Credit or No Credit.

Blackboard

This course will not use Blackboard.

Department of Epidemiology and Biostatistics Field/Laboratory Experience Resource Page

In an effort to provide students with additional information and guidance regarding the Field Laboratory Experience, the Department has developed a web resource page for students. Students are encouraged to review the materials on this page prior to and during the completion of the course. The web resource page is available at [http://publichealth.gwu.edu/departments/epidemiology-and-biostatistics/practice-experience-ms- phmeid](http://publichealth.gwu.edu/departments/epidemiology-and-biostatistics/practice-experience-ms-%20phmeid)

### APPENDIX A

**MS Public Health Epidemiology and Emerging Infectious Diseases**

**The George Washington University School of Public Health and Health Services Sample Field/Laboratory Experience Proposal Template**

**Student: [Name, contact information] Preceptor: [Name, contact information]**

**Site: (this can be a lab or private or public health organization) [Please provide the complete name and address of the site.]**

**Learning Objectives: (examples)**

* + To learn molecular biology techniques and apply them to cloning, expressing and characterizing Ac- SPI, a serine protease inhibitor produced by *Ancylostoma caninum*
  + To learn about regulation, accreditation, and other policy aspects of the Human Hookworm Vaccine Initiative
  + To learn about all the stages of vaccine development
  + To learn good laboratory practices, standards of procedure and quality control
  + To learn how to design and implement an epidemiologic survey

### Proposed Activities: (examples)

* + To clone, express and characterize novel hookworm proteins for the preceptor
  + To run assays as directed
  + To perform basic functions in lab management such as ordering supplies, maintenance, keeping a laboratory notebook
  + To develop a survey to be implemented in the community

### Duration and proposed schedule: Evaluation:

* + Detailed report and notebook outlining all work and data obtained in the laboratory
  + Written paper describing the process of antigen discovery in vaccine development
  + Written paper with analysis from the data collected
  + Written evaluation of student performance by supervisor

### APPENDIX B

**Sample Field/Laboratory Experience Log Template**

**Student's Name:**

**Title of FLE:**

**Semester and Year:**

**FLE Site:**

**Preceptor's Name:**

**Preceptor's Signature:**

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| --- | --- | --- |
| **Date** | **Number of Hours Completed** | **Activities Completed** |
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**Total Number of Hours**

**Completed:**

**APPENDIX C**

**MS Public Health Epidemiology and Emerging Infectious Diseases**

**The George Washington University School of Public Health and Health Services**

**Field/Laboratory Experience Report Template (4-5 pages)**

Student Name

Field/Laboratory Experience Preceptor Name and Title Field/Laboratory Experience Site, complete name and address

Please describe your Field/Laboratory Experience using this outline: Objectives

Methods Activities

* If the Field/Laboratory Experience took place in a laboratory, describe two laboratory methods you learned.
* If the Field/Laboratory Experience took place in a public health/surveillance setting, describe the epidemiologic methods you learned.

Describe the learning experience

### APPENDIX D

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| **MISPH_Full Color** | Department of Epidemiology and Biostatistics  **PubH 6015**  **MS in Public Health Microbiology and Emerging Infectious Diseases STUDENT PERFORMANCE EVALUATION**  For more information, please visit:  [**http://publichealth.gwu.edu/departments/epidemiology-and-biostatistics/practice-experience**](http://publichealth.gwu.edu/departments/epidemiology-and-biostatistics/practice-experience) |

*For use by Field/Lab Supervisors*

*Thank you for taking the time to supervise and evaluate this student. Your evaluation will be weighed when grading the student’s Field/Laboratory Experience. We strongly encourage you to discuss your assessment of the student’s performance directly with the student. Concerns or questions about this process, this evaluation, or this student should be directed to the staff member listed on the first page of this form.*

Name of Student: Date: Name of Preceptor: Title:

Preceptor’s e-mail: Phone: Organization/Office and mailing address:

#### Please return this evaluation to:

Professor Joseph Schmitthenner (students with last names A-G) or Professor Ann Goldman (students with last names H-Z)

Department of Epidemiology and Biostatistics

2100-W Pennsylvania Avenue, NW, 8th Floor, Washington, DC 20037 Tel.: (202) 994-5330; Fax:(202) 994-0082;

Email: Joseph Schmitthenner at jschmitthenner@gwu.edu; Ann Goldman at [annieg@gwu.edu](mailto:annieg@gwu.edu)

**PERFORMANCE EVALUATION** 5 = Superior Accomplishments

4 = Commendable

3 = Competent

2 = Requires Improvement

1 = Unsatisfactory NA = Not Applicable

*Please base your evaluation on the student’s performance on this particular project. Use the scale above to rate the student on each area. Your written comments are a very valuable part of the evaluation; use specific examples whenever possible.*

### UNDERSTANDING OF THE PUBLIC HEALTH CONTEXT OF THE PROJECT

Consider the student’s understanding of: the topic; the target population for the project; and, the nature of the problem and/or relevant risk factors.

Comments:

### RESEARCH AND PROGRAM SKILLS

Consider the student’s ability to: conceptualize the questions; select and apply the appropriate methods to achieve the objectives (instruments, etc.); and, analyze information and interpret results.

Comments:

### COMMUNICATION SKILLS

Consider the student’s skills in: general oral communication; writing; visual presentation of data and information; and, oral presentation.

Comments:

### PROFESSIONAL CHARACTERISTICS

Consider the student’s: reliability; professional maturity/judgment; initiative; ability to seek advice appropriately; response to feedback/ability to accept criticism; ability to work as part of a team; ability to work independently; organizational skills; and, ability to meet deadlines.

Comments:

### WORK HABITS

Was the student punctual? Reliable? Cooperative?

Did the student willingly undertake assignments and follow instructions?

Comments:

### OVERALL QUALITY OF WORK ON THIS PROJECT

Did the student display unusual talent or initiative in performing assigned tasks?

Comments:

### DEVELOPMENT

Has the student shown improved work habits? Sense of professionalism? Communication skills? Are there areas for improvement?

Comments:

What grade would you recommend the student receive for the Final Report?

What grade would you recommend the student receive for the Final grade?

Final Grades will be assigned as follows:

Letter Grade Total points earned

A 95 -100%

A - 90 – 94%

B + 86 – 89%

B 80 – 85%

B - 76 – 79%

C + 70 – 75%

C 66 – 69%

C - 60 – 65%

F ≤ 59%

Evaluator’s signature:

Date:

### APPENDIX E

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| **MISPH_Full Color** | Department of Epidemiology and Biostatistics  **PubH 6015**  **MSPHMEID FIELD/LABORATORY EXPERIENCE STUDENT FINAL EVALUATION**  For more information, please visit:  [**http://publichealth.gwu.edu/departments/epidemiology-and-biostatistics/practice-experience**](http://publichealth.gwu.edu/departments/epidemiology-and-biostatistics/practice-experience) |

*For use by students*

*Thank you for taking the time to evaluate your Field/Laboratory Experience (FLE). All of the information that you provide will remain confidential. Your evaluation will be used to improve the course and provide feedback to the Course Directors.*

***Please return this evaluation to:*** Joseph Schmitthenner, MS Practicum Manager

Department of Epidemiology and Biostatistics

950 New Hampshire Ave NW 5th Floor Washington, DC, 20052

Tel: (202) 994-7154; Fax: (202) 994-0082; Email: [jschmitthenner@gwu.edu](mailto:jschmitthenner@gwu.edu)

### PART I: STUDENT INFORMATION

1. Name
2. Project Title
3. Keywords
4. Semester/Year Completed
5. How many semesters did it take you to complete your Field/Laboratory Experience?

*One two three four or more*

1. Did you link your Field/Laboratory Experience with your Final Project?

*Yes No*

### PART II: SITE PRECEPTOR (SP)

1. Name of Site Preceptor
2. Was your FLE Site Preceptor (SP) the same SP for your Final Project?

*Yes No*

1. On average, how often did you communicate with your Site Preceptor?

*>2x/ week Weekly Twice a month Less than monthly Monthly*

1. Which part of the FLE did your SP assist you with the most?

*Proposal/Contract Report Final paper/PowerPoint presentation ( if linked with Final Project)*

1. Would you recommend your SP as a future FLE preceptor?

*Maybe Yes No*

### PART III: FIELD/LABORATORY EXPERIENCE and DEB RESOURCES

#### Please answer the following questions using the rating scale below: 1- Not at all

1. ***A little***
2. ***Somewhat***
3. ***Very***
4. ***Extremely***
5. ***Not applicable Circle your response.***

**Course Directors**

1. The Course Directors were approachable, helpful and available for assistance. 1 2 3 4 5 6
2. The Course Directors provided adequate information and guidance throughout the FLE. 1 2 3 4 5 6

### Satisfaction with the FLE and the DEB Resources to support students

1. I am satisfied with the knowledge/skills gained in this course. 1 2 3 4 5 6
2. I received adequate laboratory, epidemiologic and/or biostatistical support. 1 2 3 4 5 6
3. I found the SAS coach useful.

1 2 3 4 5 6

1. Attendance at the required Department of Epidemiology and Biostatistics orientation for the Field/Laboratory Experience assisted me in completing my FLE requirements.

1 2 3 4 5 6

1. Attendance at the Department of Epidemiology and Biostatistics Skills Building Seminar assisted me in completing my FLE requirements.

1 2 3 4 5 6

1. The Department’s Resource Page for the Field/Laboratory Experience was useful. 1 2 3 4 5 6

### Competencies (complete for either laboratory or epidemiology/surveillance)

#### For Laboratory oriented experiences:

1. After completing my FLE, I am able to describe the key elements of specimen collection (biological, entomological, and environmental) and transport and storage of these specimens

1 2 3 4 5 6

1. After completing my FLE, I am able to describe the key aspects of chain-of-custody for collection, transport, receipt and processing of specimens

1 2 3 4 5 6

1. After completing my FLE, I am able to describe the proper use of specific test kits and containers for specimen collection

1 2 3 4 5 6

1. After completing my FLE, I am able to describe the key elements of Good Clinical Laboratory Practices (GCLP) or Good Laboratory Practices (GLP) and how they apply to specific laboratory activities

## 1 2 3 4 5 6

1. After completing my FLE, I am able to discuss privacy issues and identity protection of sensitive laboratory information
2. After completing my FLE, I am able to identify and describe key biosafety issues in the laboratory

1 2 3 4 5 6

1. After completing my FLE, I am able to describe of the proper use of various lab instruments and understand key calibration and maintenance issues

1 2 3 4 5 6

#### For Epidemiology and/or Surveillance oriented experiences:

1. After completing my FLE, I am able to identify and assess patterns of emerging diseases to postulate hypotheses and to identify appropriate strategies in order to evaluate the impact of health problems

1 2 3 4 5 6

1. After completing my FLE, I am able to enumerate and apply underlying principles and methods to design, plan, and conduct epidemiologic studies including observational and experimental designs, screening programs, public health surveillance, and other epidemiologic designs

1 2 3 4 5 6

1. After completing my FLE, I am able to apply epidemiological and biomedical concepts in identifying and describing the determinants and the distribution of disease in human populations

1 2 3 4 5 6

1. The FLE course allowed me to improve my communication skills (e.g., writing, oral presentation, general communication and presentation of data).

1 2 3 4 5 6

1. The FLE course allowed me to improve my research skills (e.g., selecting the appropriate methods, analyzing and interpreting data).

1 2 3 4 5 6

**ADDITIONAL FEEDBACK:**

1. What do you think were the best aspects of this course?
2. What do you think could be improved about this course?
3. What, if any, additional preparation would you have liked to receive prior to the FLE?
4. Additional Comments:

# Thank you for taking the time to fill out this evaluation. Concerns or questions about the Field/Laboratory Experience should be directed to the Course Directors.

***Joseph Schmitthenner 202-994-7154,*** [***jschmitthenner@gwu.edu***](mailto:tonithibeaux@gwu.edu)

***Ann Goldman 202-994-4581,*** [***annieg@gwu.edu***](mailto:annieg@gwu.edu)

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|  | **Syllabus Appendix**  **2020-2021** |

**Diversity, Equity and Inclusion**

The Milken Institute School of Public Health is committed to support the highest standards and practices of diversity, equity, and inclusion in all of our processes, systems and interactions throughout our community.  We embrace an intellectual community enriched and enhanced by diversity along a number of dimensions, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. We at the GWSPH will work in the promotion of diversity, equity and inclusion not only to drive innovation and excellence throughout all our programs but also in honoring our commitment to social justice.  Each of us is responsible for creating a safer, more inclusive environment. Unfortunately incidents of bias or discrimination do occur, whether intentional or unintentional. Resources available at the University to assist you include the following:

* GW maintains a website for reporting incidents of bias, <https://diversity.gwu.edu/report-bias-incident-online>. This site allows any university community member to report, including anonymously, incidents of bias and other forms of unwelcome conduct motivated by hatred based on race, color, religion, gender or gender identity, sexual orientation, national origin or any other factor.
* GW Office of Diversity Equity and Community Engagement:  <https://diversity.gwu.edu/>

# University Policy on Observance of Religious Holidays

In accordance with University policy, students should notify faculty during the first week of the term of their intention to be absent from class on their day(s) of religious observance. For details and policy, see “Religious Holidays” at: <https://provost.gwu.edu/policies-procedures-and-guidelines>.

**GW Student Support Services for Remote Learning**

Support for students in regard to technical requirements for remote learning including a variety of student services and obtaining a GWorld card can be found at: [online.gwu.edu/student-support](https://online.gwu.edu/student-support).

# Blackboard

Blackboard will be used for posting course files and assignments and for communicating with the class. You are already enrolled for this course on Blackboard if you have completed registration for the course. It is your responsibility to periodically check the course site (log in at <http://blackboard.gwu.edu/>using your gwu.edu address) for updates to the syllabus/readings.

**2GW (applicable for @GW online programs)**

2GW will be used for online course activities, hosting weekly course content, the posting of course files and assignments and for communicating with the class. Students are already enrolled for this course on 2GW if registration has been completed for online courses, not residential coursework typically offered residentially. If is the student’s responsibility to periodically check the course site for updates to the syllabus/readings/schedules.

**Use of Electronic Course Materials and Class Recordings**

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services at [disabilitysupport.gwu.edu](https://disabilitysupport.gwu.edu/) if you have questions or need assistance in accessing electronic course materials.

# Academic Integrity

All Milken Institute School of Public Health students are required to complete an on online activity regarding academic integrity. The GW Academic Integrity Activity must be completed within 2 weeks of starting your coursework at GWSPH. See more at:<https://publichealth.gwu.edu/integrity#sthash.FlIRdO5H.dpuf>

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.   
  
More information is available from the Office of Academic Integrity at [studentconduct.gwu.edu/academic-integrity](https://studentconduct.gwu.edu/academic-integrity). The University’s “Guide of Academic Integrity in Online Learning Environments” is available at [studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments](https://studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments). Contact information: [rights@gwu.edu](mailto:rights@gwu.edu) or 202-994-6757.

**SafeAssign and TurnItIn**

All GWSPH Faculty have access to the SafeAssign and TurnItIn plagiarism detection services.

Please be aware that the work products you submit for this course may be scanned by these tools for originality. Students found plagiarizing will be subject to penalties outlined in the GWSPH Student Handbook and GW Code of Academic Integrity.

# SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

# *Virtual Academic Support*

# A full range of academic support is offered virtually in fall 2020. See [coronavirus.gwu.edu/top-faqs](https://coronavirus.gwu.edu/top-faqs) for updates.

* ***Academic Commons***

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at <https://academiccommons.gwu.edu/>.

* + Tutoring and course review sessions are offered through Academic Commons in an online format. See [academiccommons.gwu.edu/tutoring](https://academiccommons.gwu.edu/tutoring).
  + Academic Commons offers several short videos addressing different virtual learning strategies for the unique circumstances of the fall 2020 semester. See [academiccommons.gwu.edu/study-skills](https://academiccommons.gwu.edu/study-skills). They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See [tinyurl.com/gw-virtual-learning](https://tinyurl.com/gw-virtual-learning)
* ***Writing Center***

GW’s Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See [gwu.mywconline](https://gwu.mywconline.com/).

* Writing and research consultations are available online. See [academiccommons.gwu.edu/writing-research-help](https://academiccommons.gwu.edu/writing-research-help)
* ***Student Success Coaching***

The Student Success Coaching Program, offered through the Office for Student Success, is an academic support service available to all interested undergraduate students. Participating students work with Student Success Coaches (trained graduate students) in 1:1 sessions to build the foundation for a successful academic experience; coaches help students to develop learning strategies, establish healthy study habits, build a GW support system, and other necessary skills for a fulfilling and successful undergraduate experience. Coaching, offered through the Office of Student Success is available in a virtual format. See [studentsuccess.gwu.edu/academic-program-support](https://studentsuccess.gwu.edu/academic-program-support).

* + To learn more about what is offered through this program and access informational materials, please visit <https://studentsuccess.gwu.edu/student-success-coaching> or email [studentuccess@gwu.edu](mailto:studentuccess@gwu.edu).
  + To be connected with a coach, fill out this form:

<https://docs.google.com/forms/u/1/d/e/1FAIpQLSec7dJfnM8cO-4qZ1z5bpjLuC2W3jlsuKcPRSS7zlX0zpb6Gg/viewform>.

# *Disabilities Support Services (DSS) 202.994.8250*

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services in Rome Hall, 801 22nd Street, NW, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information see: <https://disabilitysupport.gwu.edu/>

# *Counseling and Psychological Services - 202-994-5300*

# GW’s Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information see: <https://healthcenter.gwu.edu/counseling-and-psychological-services>

# Adverse Weather/Class Cancellation

In the advent of inclement weather or any other emergency, the Milken Institute School of Public Health will follow the decision of the University. Call the University hotline at 202.994.5050 or check the Campus Status at <http://CampusAdvisories.gwu.edu>. In the event of inclement weather, instructors are encouraged to maintain instructional continuity. Your instructor will communicate directly with you regarding alternate modes of instruction as appropriate. Students are responsible to check email, blackboard, or other learning platforms used in class, for updates and be available if accommodations have been offered. In the event of class cancellation, we will email you about rescheduling, assignments due, etc. The university will continue to offer [make-up days](https://click.gwu.edu/click/kz9t0c/81n545/ougzeo) in the event of a closure if no alternative remote class has been made available.

# Safety and Security

In case of an emergency, if at all possible, the class should shelter in place. If your building is affected, follow the evacuation procedures and seek shelter at a predetermined rendezvous location. GW Alert is the university’s notification system that sends emergency text message and email alerts to the GW community. Download the GW Personal Alarm Locator (GW PAL), a mobile safety and security application that allows users to alert GWPD of a crime, report crime tips anonymously, provide a safety profile, and identify their location in real time. For more safety and security information and tips, visit <https://safety.gwu.edu/>.

**Evacuation *(if applicable)***

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, *behind the closed doors*. First responders will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

**Emergency Contact Information**

* **In an emergency:** call GWPD 202-994-6611 or 911
* **For situation-specific actions:** review the Emergency Response Handbook: <https://safety.gwu.edu/emergency-response-handbook>.
* **In an active violence situation:** Get Out, Hid Out or Take Out: [go.gwu.edu/shooterprep](https://www.youtube.com/watch?v=CpBT6tAa0dY&feature=youtu.be).
* **Campus Advisories:** GW’s primary website for incident-related information (including class cancellations) <https://campusadvisories.gwu.edu/>.
* **Stay Informed:** <https://safety.gwu.edu/stay-informed>
* **GW Alert:** Notification system that sends emergency alters to email addresses and mobile devices. Students, faculty and staff are requested to maintain current contact information and campus location by logging into alert.gwu.edu. In emergency situations, alters may also appear at the top of university webpages.
* **GW PAL (Personal Alarm Locator):** Download this app to your iOS or Android smartphone. This mobile safety app allows users to quickly communication with GWPD (when off campus); users can send crime tips to GWPD; call for 4RIDE; check recent GW Alerts. More Information visit <https://safety.gwu.edu/>.