PHW257: Public Health Emergency Preparedness and Response Course Syllabus (Spring 2017)

Course Description ........................................................................................................................................... 2
Prerequisites ......................................................................................................................................................... 3
Course Goals ......................................................................................................................................................... 3
Instructor Information ........................................................................................................................................... 4
Student Support Contact Information .................................................................................................................. 5
Course Required Trainings ................................................................................................................................... 6
Course Materials .................................................................................................................................................... 6
Course Structure .................................................................................................................................................. 8
Course Grading ..................................................................................................................................................... 8
Course Outline ..................................................................................................................................................... 8
Course Requirements and Expectations .................................................................................................................. 15
  FEMA ICS trainings ........................................................................................................................................... 15
  Weekly Exercises ............................................................................................................................................ 15
  Case Study Reports and Case Study Presentation .............................................................................................. 15
  Culminating Project: Public Health Disaster Plan and Presentation ................................................................ 15
  Final Exam (open book) ................................................................................................................................... 15
Course Communication ...................................................................................................................................... 15
Policies ................................................................................................................................................................. 16
  Due dates ......................................................................................................................................................... 16
  Late assignments ............................................................................................................................................... 16
  Course Evaluations ......................................................................................................................................... 16
  Disability support services ............................................................................................................................... 16
  Accommodation of religious creed .................................................................................................................... 16
  Netiquette ......................................................................................................................................................... 17
Expectations of Student Conduct ........................................................................................................................... 18
  Academic honesty ........................................................................................................................................... 19
Course Description

Large scale disasters are increasing worldwide. Disasters are nearly always a public health issue and require public health preparedness and response. In this course, you will learn about public health emergency preparedness and response by interviewing an official at your local health department, conducting a personal preparedness survey, writing case study reports on disasters, and discussing the issues around disabilities, ethics, and community resiliency. You will also write briefs on current trends and topics, create your own public health message, and, finally, apply everything you have learned by preparing a disaster plan.

This course is designed to provide training and education on public health preparedness and response to large-scale emergencies and disasters. You will be introduced to the knowledge, skills, capabilities, and behaviors required for competency in public health preparedness and emergency response. This course will build upon and reinforce basic public health skills and knowledge in epidemiology and biostatistics as we explore surveillance, mitigation, preparedness, response and recovery from natural and man-made emergency events. In the course, you will become familiar with the major categories and classification of disaster events, including weapons of mass destruction. Other course topics include how the public health system integrates with the National Response Plan and Framework to ensure effective preparedness and response to large-scale emergencies and disasters. You will learn how to conduct a Threat and Hazard Identification and Risk Assessment (THIRA) to determine community vulnerabilities and throughout this course, you will develop, implement and evaluate public health emergency preparedness and response plan elements.

Course topics will include local, state and federal emergency preparedness policies and coordination, public health counter-measures, the conduct of drills and table top exercises, crisis communication strategies, legal/ethical considerations, psychological impacts of disasters on communities and populations, community resiliency, and planning for the needs of vulnerable populations. You will become familiarized with the National Incident Management System (NIMS), National Response Framework (NRF), Incident Command System (ICS), Public Health Incident Command System (PHICS), and other relevant management structures. To further familiarize yourself with the Incident Command System and the National Response Framework, you will complete (no-cost) online FEMA Independent Study Programs (ICS-100-b and ICS-800-b) for FEMA Independent Course Certification and Continuing Education Credits (0.3 no-cost CEUs each). These certifications are generally required for employment in the field of public health emergency preparedness. For students interested in completing additional FEMA courses that are relevant to our class, you may want to consider: IS-10.a (Animals in Disasters: Awareness and Preparedness); IS-20.15 (Diversity Awareness); IS-42 (Social Media in Emergency Management), IS-240.b (Leadership and Influence); IS-454 (Fundamentals of Risk Management), IS-808 (ESF #8- Public Health and Medical Services); and a new FEMA course provides guidance to individuals, including managers and employees, so that they can prepare to respond to an active shooter situation: IS-907 (Active Shooter: What you can do).
Lecture, discussion, individual and group exercises, and case studies format will be used. The case study examples will illustrate key planning and response concepts and highlight planning gaps that impacted response efficacy. You will prepare a final course capstone exercise to develop a comprehensive emergency preparedness plan. All students will be encouraged to join their local Medical Reserve Corps or Community Emergency Response Teams.

**Prerequisites**

- Introductory courses in epidemiology and biostatistics.

**Course Goals**

Students who successfully complete this course will be able to:

- Characterize the role of the public health system before, during, and after a public health emergency.
- Define and characterize different types of major public health emergency events and incidents.
- Describe the organizational structure of the Public Health Incident Command system.
- Access available data in order to prepare a Threat and Hazard Identification and Risk Assessment (THIRA).
- Describe the essential elements of a public health department’s plans and procedures consistent with the U.S. National Response Framework and the Incident Command System.
- Develop key elements of a public health emergency management plan:
  - The key components of public health emergency planning and response
  - Best practices for addressing the needs of special populations
  - Public health risk communication
  - Psychological effects of public health emergencies and interventions to mitigate adverse sequelae
- Describe the importance of mutual-aid agreements with key response partners and pertinent organizations at the local, state, and federal level.
- Describe essential aspects of personal emergency preparedness.
- Reinforce basic public health professional skills (writing, presentations, survey methodology, and evaluation skills).

This course is intended for public health graduate students, especially those coming from or interested in going into jobs as public health or public sector employees, public health nurses, physicians, and other health professionals, environmental health specialists, bioterrorism coordinators, and emergency planning coordinators (for the workplace, including hospitals and other health care settings, non-governmental organizations [NGOs], and governmental agencies).
Instructor Information

Instructor: Dr. Robyn R.M. Gershon

Office Hours: by appointment
- Served as the Director of Biological Safety at Yale University
- DrPH from Johns Hopkins in Environmental and Occupational Health
- Served on faculty at JHU, Columbia, and now Professor at UCSF
- 20 + years educator in field of public health
- 10 + years in the field of disaster preparedness and response research and practice

Course GSI: Qi Zhi, MPH

Office Hours: by appointment
- BA from Tianjin University, Biology major
- MPH from UCLA, Epidemiology major
- Completed FEMA basic trainings
- 4+ years working in field of disaster preparedness and management

Course GSI: Ezinne M. Nwankwo, MPH

Office Hours: by appointment
- BS in Health Education, San Francisco State University
- MPH (Health Behavior & Health Education), University of Michigan School of Public Health
- 2+ years working in public health research
Student Support Contact Information

Program Support and Course Enrollment

<table>
<thead>
<tr>
<th>Susie Lewin</th>
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</thead>
<tbody>
<tr>
<td>Program Manager</td>
</tr>
<tr>
<td><a href="mailto:oomph_prog_mgr@berkeley.edu">oomph_prog_mgr@berkeley.edu</a></td>
</tr>
<tr>
<td>(510) 642-8253</td>
</tr>
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</table>

Advising and Academic Concerns

<table>
<thead>
<tr>
<th>Deborah Barnett, PhD</th>
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</thead>
<tbody>
<tr>
<td>Pedagogical Director</td>
</tr>
<tr>
<td><a href="mailto:dbarnett1@berkeley.edu">dbarnett1@berkeley.edu</a></td>
</tr>
<tr>
<td>(510) 642-8238 or (451) 755-0655 after hours</td>
</tr>
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</table>

Exam Proctoring and Exam Support

<table>
<thead>
<tr>
<th>Julie Moss, M.F.A., M.A.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Designer</td>
</tr>
<tr>
<td><a href="mailto:juliecmoss@berkeley.edu">juliecmoss@berkeley.edu</a></td>
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</tbody>
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Technical Problems with bCourses

If you encounter any technical problems with bCourses such as problems opening the course site, accessing quizzes, discussions or submitting assignments or problems with mobile apps contact the Canvas 24/7 support from “Help” inside of any of your bCourses course sites or directly using phone, chat or email:

- Canvas Support Hotline: 855-308-2758 (24/7)
- Chat: https://secure.livechatinc.com/licence/2695732/open_chat.cgi?groups=38
- Email: support@instructure.com

Links to download Canvas mobile apps and instructions are on the Student Hub in the Technology Guides.

Broken Links, Missing Course Files

If you find any broken links or missing course files on the bCourses site, please alert your course facilitators and identify the location of the problem on the course site.
Course Required Trainings

- ICS 100.b, Introduction to the Incident Command System
  http://emilms.fema.gov/IS100b/index.htm
- ICS 800.b, National Response Framework, An Introduction
  http://emilms.fema.gov/IS800b/index.htm

Each FEMA program will yield 0.3 CEUs. You will receive a certificate upon completion of each training program. Keep copies of your certificates so that you can upload them in Canvas to get credit. Add certificates to your C.V.

Course Materials

Required Textbook (materials from this text will be provided to you):

APHA Press, DC. 2011

Additional Textbook materials that will be provided to you will come from:

Veenema, TG. Disaster Nursing and Emergency Preparedness, third edition.
Springer, NY. 2013


Additional Supplemental Textbooks, Books and Videos

- *The Impossible* – a film. The story of a tourist family in Thailand caught in the destruction and chaotic aftermath of the 2004 Indian Ocean tsunami. (Available through Amazon)

Course Resources

Standard supplemental resources are listed below, Many additional ones are posted in each module.

- Trust for America’s Health, Ready or Not? 2012 Protecting the Public’s Health from Disease, Disasters and Bioterrorism: [http://healthyamericans.org/assets/files/TFAH2012ReadyorNot08.pdf](http://healthyamericans.org/assets/files/TFAH2012ReadyorNot08.pdf)
Course Structure

Each week, a different topic related to Public Health Emergency Preparedness and Response will be covered. Weekly lectures will be provided by Dr. Gershon, with additional material presented by guest panelists, interviews of experts in the field, and expert’s commentary. There are weekly required viewings and/or readings. Most modules also have additional supplemental materials (including slide sets that may be helpful if you are making a presentation) as well as Instructor’s Notes. These materials are provided to augment required readings and to serve as a resource to students.

Course Grading

Grading is based on the following:

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Initial (Week 0) phone/skype meeting with Instructor</td>
<td>2%</td>
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<tr>
<td>FEMA ICS trainings (2 required)</td>
<td>3%</td>
</tr>
<tr>
<td>Case Study Reports and Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Exercises</td>
<td>40%</td>
</tr>
<tr>
<td>Culminating Project: Public Health Disaster Plan and Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam (open book)</td>
<td>20%</td>
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Course Outline

**Week 0: Pre-Course Planning**

**Activities**

- Read about your final project: A Disaster Plan (due in week 7) and prepare to discuss a possible topic with Robyn.
- Schedule a brief phone or skype call with Robyn to discuss your plan and department of health (DOH) interview.
- Plan an interview with your local DOH (emergency operations section head) or emergency operations manager at your place of work or in your community and prepare a report of your interview (due in week 3).
- Set up your Berkeley Qualtrics account for Team work in week 4.
## Week 1: Introduction to Public Health Disasters

<table>
<thead>
<tr>
<th>Lecture Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Disasters: Definitions, Categories, and Examples</td>
<td>• Watch the assigned lectures.</td>
</tr>
<tr>
<td>1.2 Terrorism</td>
<td>• Read the assigned readings.</td>
</tr>
<tr>
<td>1.3 Role of Public Health</td>
<td>• Prepare a one-page brief on any of the following four topics: Key definitions of disasters, Public health disasters, Preparedness vs response, Discussion of trends in disaster and disaster fatalities.</td>
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<tr>
<td>1.4 Disaster Science</td>
<td>• Discuss the Roots of Terrorism in the forum.</td>
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<td></td>
<td>• Prepare and submit a Case Study Report based on the sample cases in your Case Study Inventory or you may select one of your own choosing.</td>
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<tr>
<td></td>
<td>• Prepare and submit your Disaster Plan: Annex 1: Threat and Hazard Identification and Risk Assessment (THIRA).</td>
</tr>
</tbody>
</table>

### Assigned Viewing
- Lectures 1.1, 1.2, 1.3, and 1.4

### Assigned Readings
- FEMA Threat & Hazard Assessment: Overview Sheet
- FEMA Threat & Hazard Assessment Guide (pages 1-7)

### Instructor's Notes (1A-1I) are posted on course site and are available for review.
Week 2: Overview of National Preparedness Goals

<table>
<thead>
<tr>
<th>Lecture Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Historical Perspective</td>
<td>• Watch the assigned lectures.</td>
</tr>
<tr>
<td>2.2 The National Response Framework and National Response Goal</td>
<td>• Read the assigned readings.</td>
</tr>
<tr>
<td>2.3 National Incident Management System (NIMS)</td>
<td>• Post your reflection in the forum on Urban Search and Rescue Interviews.</td>
</tr>
<tr>
<td>2.4 Incident Command System (ICS) and Public Health Incident Command System (PHICS)</td>
<td>• Prepare and post a Case Study Presentation.</td>
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<tr>
<td>2.5 How the Disaster Response System Works</td>
<td>• Prepare and submit your Disaster Plan: Base Plan Parts I-V.</td>
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<tr>
<td>2.6 Disaster Response in Action: Colorado Floods, 2013</td>
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</tbody>
</table>

Assigned Viewings

- Lectures 2.1-2.6
- Urban Search and Rescue (USAR) California Task Force 3 at Menlo Park, CA and training center Interviews

Assigned Readings

- Chapter 4, Katz, 2013.
- Chapter 1, National Incident Management System, Chapter 1, Walsh, 2012.

Recommended

- Chapter 5, Landesman, 2013
- How NIMS works under The National Response Framework

Instructor’s Notes (2A) are posted on course site and are available for review.
**Week 3: Key Aspects of Public Health Emergency Management**

<table>
<thead>
<tr>
<th>Lecture Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Key Aspects of Public Health Emergency Management</td>
<td>• Watch the assigned lectures.</td>
</tr>
<tr>
<td>3.2 Key Elements of DOH Preparedness and Response</td>
<td>• Read the assigned readings.</td>
</tr>
<tr>
<td>3.3 Public Health Response in Action</td>
<td>• Post your reflection(s) in the forum on SFDPH Interviews.</td>
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<td>• Prepare and submit a report (2 pgs max) on your interview with local department of health emergency preparedness leadership.</td>
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<td></td>
<td>• Optional Reflection about your experience interviewing your local Department of Health interviews.</td>
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<td></td>
<td>• Prepare and submit a report answering questions on Salad Bar Salmonella.</td>
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<td>• Prepare a one-page brief on any one of the <em>following three</em> topics: Anthrax Attacks; Health care worker case of Ebola in Texas; and CDC Zika virus advisory warning.</td>
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<td></td>
<td>• Start work on your Disaster Plan: Concept of Operations (CONOPS0 section).</td>
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<td></td>
<td>• Prepare and submit your Disaster Plan: CONOPS Outline for instructor’s feedback.</td>
</tr>
</tbody>
</table>

**Assigned Viewings**
- Lectures 3.1-3.3
- SFDPH Interviews

**Assigned Readings**
- Introduction to Public Health Preparedness, Chapter 1, Katz.
- Implementing ICS within Public Health Agencies, Qureshi K, Gebbie KM, Gebbie EN.
- A Large Community Outbreak of Salmonellosis Caused by Intentional Contamination of Restaurant Salad Bars, Torok TJ, 1997.

**Recommended Readings**
- Chapters 2-5, 7, Landesman, 2011.
- Factors Associated With the Ability and Willingness of Essential Workers to Report to Duty During a Pandemic, Gershon R, 2010.
- Public health issues in disasters, Noji EK, 2005.

**Salmonella Case Study**
- Homeland Security News Wire: 25 Years to Oregon Salmonella Bioterrorism
- New York Daily News: 750 Sickened in Oregon

**Instructor’s Notes (3A-3E) are posted on course site.**
**Week 4: Multilevel Application of Emergency Response Concepts**

**Lecture Topics**

4.1 Responding to Emergency Situations
4.2 Personal Preparedness
4.3 Community Needs Assessment and Survey Methodology
4.4 Vulnerable Populations

**Activities**

- Watch the assigned lectures
- Read the assigned readings
- Post reflections on the Persons with Disabilities Panel video.
- Take a Red Cross Personal Preparedness Survey.
- Conduct a “Personal Preparedness” Survey with a sample of 10 individuals with assigned team members.
- Analyze your survey data, prepare and post (due in Week 5) an expanded abstract in teams of three.
- Compare your findings with another team’s and post comments (due in Week 5).
- Evaluate the teamwork of your team members (due in Week 5).
- Prepare and submit your Disaster Plan: Annex 2 & 3.

**Assigned Viewings**

- Lectures 4.1-4.4
- Disability Panel Videos

**Assigned Readings**

- Chapter 31, Veenema

**Recommended Readings**

- Vulnerability and Risk, Office of Disaster Preparedness and Management, Trinidad & Tobago
**Week 5: Disaster Communication, Resiliency and Disaster Mental Health**

<table>
<thead>
<tr>
<th>Lecture Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Risk Communication</td>
<td>• Watch the assigned lectures</td>
</tr>
<tr>
<td>5.2 Resiliency</td>
<td>• Read the assigned readings</td>
</tr>
<tr>
<td>5.3 Disaster Mental Health</td>
<td>• Post Reflection #1 on personal and community resiliency in the forum by answering provided questions and discuss students’ postings in the forum.</td>
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<tr>
<td></td>
<td>• Watch Dr. Matzner’s interview on resiliency and post Reflection #2 in the forum by answering provided question and discuss students’ postings in the forum.</td>
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<td></td>
<td>• Prepare a Public Health Message (Shelter in place or Evacuate to Nearest Shelter) and post your tweet in the forum and discuss other students’ postings.</td>
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<td></td>
<td>• Prepare and submit your Disaster Plan: Annex 4</td>
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</tbody>
</table>

**Assigned Viewings**
- Lectures 5.1-5.3
- Dr. Matzner Interview
- Documentary film *Rebirth*

**Recommended Readings**
- Chapter 6, Landesman
- Stigma of Ebola Customer Is Too Much for Bridal Shop - NYTimes.com
- Factors influencing public response to emergency alert and warning messages (Links to an external site.)
- Social Media used during disasters - START
- Twitter launches an alert system for emergencies
- Facebook debuts safety check feature for disasters
- Facebook Safety Check
- Airbnb Disaster Response
- Google Crisis Response

**Instructor’s Notes (5A) are posted on course site.**
Week: 6 Ethical and Legal Considerations in Public Health Disasters

<table>
<thead>
<tr>
<th>Lecture Topics</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 6.1 Legal Issues | • Watch the assigned lectures  
                    • Read the assigned readings |
| 6.2 Ethical Issue | • Post Reflection #1 in the forum on one of the first five ethical issues in the recommended readings and discuss other students’ postings.  
                    • Watch video of Dr. Jim Kilbane’s comments on mass fatality incident management, answer questions regarding ethical considerations of the US plan and post Reflection #2 and discuss students’ postings in the forum.  
                    • Prepare and post your Disaster Plan Presentation link in discussion forum. |

Assigned Viewings

- Lectures 6.1-6.2
- Video of Dr. Jim Kilbane

Recommended Readings

- Ethical and Legal Challenges Posed by Severe Acute Respiratory Syndrome, Gostin LO, 2003.
- Selected Federal Legal Authorities Pertinent to Public Health Emergencies (Aug 2014)

Week 7: Final Culminating Project: Public Health Incident-Specific Disaster Plan

<table>
<thead>
<tr>
<th>No lecture topics</th>
<th>Activities</th>
</tr>
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</table>
|                   | • Finalize and submit your Final Public Health Disaster Plan to both Canvas and BOX.  
                    • Review and comments on two other students’ Final Plan Presentations. |

No Assigned Readings, sample plans are available on course site for your review.
Course Requirements and Expectations

FEMA ICS trainings

Required: Please complete these TWO FEMA training courses:

- ICS 100.b, Introduction to Incident Command System (Links to an external site.)
- ICS 800.b, National Response Framework, An Introduction (Links to an external site.)

Each FEMA program will yield 0.3 CEUs. You will receive a certificate upon completion of each training program. Keep copies of your certificates so that you can upload them in Canvas to get credit.

Weekly Exercises

There are a range of activities including discussions, reflections, briefs and team work due each week (otherwise noted). See the Resources and Assignments tab on each week’s overview page for details about weekly exercises.

Case Study Reports and Case Study Presentation

Weeks 1, and 2 have an assigned Case Study Report or Presentation. Detailed instructions are found in each of these weeks under the Activities/Reports tab on the Weekly Overview pages for these weeks.

Culminating Project: Public Health Disaster Plan and Presentation

In the week before the first week of the course, you will meet privately by phone or skype with the instructor to discuss possible topics of interest to focus on in your plan. In the following week you will again discuss your plan with the instructor as you move towards completing your plan by the end of the term. Turn in your presentation of your plan in Week 6 and final plan in Week 7. Detailed instructions for what to include in your disaster plan and for your presentation are found on the course site.

Final Exam (open book)

The proctored final exam will be available Feb 25-March 5th 2017. An on campus proctoring of the exam will be available Feb 25-March 5th 2017. An on campus proctoring of the exam will be offered Sunday March 5th (see Student Hub for time and location).

Course Communication

As we move through the course materials, we want to hear how the course is going for you. Your questions and comments are important to us. We also appreciate your personal and professional experiences as they inform our discussions. You can learn a lot from discussing the material in this course with each other and we encourage you to take advantage of the interactive components of the course to learn from each other.
Policies

Due dates

Please check the online course site and calendar for assignments and due dates. All due dates are Pacific Time. Please communicate with instructors using their work emails or Canvas Course Mail if you will not be able to meet course deadlines.

Late assignments

Please communicate with the instructor using Canvas Course Mail if you will not be able to meet course deadlines. Extensions may be granted on a case-by-case basis due to extenuating circumstances.

Course Evaluations

Course evaluations will be posted on the course site on Friday of Week 6 of the course and be available until the start of the final exam period. You will receive notification when evaluations are available. While participation in course evaluations is not graded, it is an important service to the instructor, program and the university. Your responses are anonymous and will not be available to the instructor until after final grades have been submitted. Your feedback is essential for understanding how courses offered by OOMPH can be improved and I thank you in advance for your participation and feedback.

Disability support services

If you need disability-related accommodations in this class contact the UC Berkeley Disabled Students Program ((510) 642-0518 / web site: dsp.berkeley.edu). DSP services include accommodation letters, assistive technology and access services. An accommodation letter is needed in order for the instructor to grant an accommodation (e.g. extended exam time). Student must be assessed every semester to receive an accommodation letter.

Accommodation of religious creed

If you need to reschedule a test or examination for religious reasons such as holidays, inform the course instructor by the second week of the course. More information is available in the Religious Creed Policy page.
Netiquette

In an online environment it is not possible to read your body language, tone of voice, or facial expressions. Therefore, a special set of rules has emerged for online communications, called Netiquette. Here are some basic Netiquette guidelines that should be followed in this course.

- Adhere to the same standards of behavior online that you follow in real life. Never mail or post anything you wouldn’t say to your reader’s face.
- Before posting to a discussion board, you should read prior messages to get a sense of the flow and language of the discussion. Keep your questions and comments relevant to the topic of the discussion.
- Don’t be afraid to ask questions within the course discussion group, or to share what you know.
- If you post a different viewpoint, first acknowledge what someone else has said. If you disagree with someone, it is better to start a message by briefly restating what the other person has said in your own words. This lets the other person know that you are trying to understand him/her.
- Support the points you make with examples or evidence from lecture, readings and/or from your own professional experience.
- Email messages should be considered private and not shared with others or quoted without permission. However, whatever you post to a newsgroup or discussion board is public. You never know who might read what you posted.
- Consider that a post may be the first – and lasting - impression you make on someone: Make sure your postings contain correct information. Check your spelling.
- Do not use ALL CAPS. It gives the impression that you are shouting.
- Do not send “Me Too!” or “Thank You” etc. messages to the entire group. Send those directly to the original poster.
- Cite all quotes, references and sources and respect copyright and license agreements.
Expectations of Student Conduct

As members of the academic community, students are responsible for upholding the standards of academic integrity. The basic rules of academic study and inquiry call for honesty in the preparation of papers and assignments, acknowledging sources of ideas, and taking examinations on the foundation of one’s own knowledge.

The Berkeley Campus Regulations Implementing University Policies, which address standards of student conduct, were amended in 1992 and are now published separately as “The Code of Student Conduct.” The complete document is available here: [http://students.berkeley.edu/uga/conduct.pdf](http://students.berkeley.edu/uga/conduct.pdf).

An excerpt from the introductory statement of principles is presented below:

The University of California at Berkeley is committed to providing its students the very best education that is possible within our resources. Thus, we try to attract the finest faculty members, we endeavor to maintain excellent classroom and laboratory facilities, and we support literally hundreds of co-curricular activities that enhance the quality of the Berkeley student’s experience. Yet, for the campus to function as a university community, it is not enough for the faculty and administration to carry out their respective obligations. It is equally important that every student assume his or her individual responsibilities.

Foremost among these, of course, is the student’s responsibility to perform academically to the full extent of his or her ability. In so doing, it is assumed that each student will observe the basic tenets of academic honesty. Therefore, any act of cheating or misrepresenting one’s own or someone else’s academic work will be considered a very serious offense. Intellectual products – including papers, exams, laboratory reports, articles, and books – are the heart and soul of any university’s academic life. We cannot permit them to be willfully compromised or expropriated.

Beyond our expectations of academic honesty – and of equal importance – is the assumption that the Berkeley student will accept his or her civil and civic responsibilities. What are these responsibilities? Simply put, they are the courtesies, considerations, and gestures of respect towards other members of the campus community that allow us all to express our personal freedoms without trampling on those of others.

The University is a fragile organism, requiring for its vitality consensus among its members concerning acceptable standards of conduct. These standards must both underlie and promote a degree of tolerance far greater than that which is exhibited in society at large; for it is not coercive law which restrains our actions, but a common purpose.

That purpose is understood as guaranteeing the right of every Berkeley student to pursue his or her personal path to an education, to ask his or her very own questions, and to express his or her private reflections – in short, to evolve as an individual without undue interference. Any infringement of this right, whether in the classroom or elsewhere on campus, will be regarded as an offense against the entire campus community.

UCB Code of Student Conduct, 1992, pp. 1 and 2
Academic honesty

The School of Public Health and the University of California, Berkeley places a high value on academic honesty, which prohibits cheating and plagiarism. What is meant by “cheating is usually quite clear cut, but not so for “plagiarism.” The following memo, prepared by Professor William Bicknell at the Boston University School of Public Health for orientation of students, defines plagiarism quite well. Please read this carefully and discuss with your faculty adviser or with Associate Dean of Student Affairs if you have any questions.

“Plagiarism” a memo by Dr. William J. Bicknell: The purpose of this memo is to make clear:

What plagiarism is, how to avoid plagiarism and the consequences of plagiarism

Misunderstanding is widespread about what plagiarism is and whether or not it is a serious offense. It is a serious offense, and should be painstakingly avoided. Acceptable practice on citing sources of information differs as one moves from an academic environment to the world of work. There are also differences in custom between countries and cultures. This memo outlines practices appropriate to a U.S. academic environment.

What is plagiarism?

Plagiarism is using someone else’s work, words, or ideas without giving them proper credit. An example of plagiarism, and an example of one acceptable way to avoid it, is shown below under the heading of Attachment 1.

How to avoid Plagiarism.

Here are some simple guidelines for avoiding plagiarism:

- If you use a phrase, sentence or more from any source, you must put them in quotation marks and cite the source in footnote.
- If you recount someone else’s ideas in your own words (paraphrasing), you must provide a footnote at the end of the passage citing the source of the ideas.
- If you draw on someone else’s ideas, even though you neither quote nor paraphrase them precisely, one of the following is called for:
  - A footnote crediting the source of the ideas.
  - A direct reference to the source within the text (for example, “Seligman has repeatedly made the point that.”, with facts of publication (title, etc.) provided in a footnote or bibliography.
  - Footnotes should be complete enough to enable the reader to accurately identify your sources. In addition to articles and books, sources may be personal communication, unpublished data, working memos and internal documents. A footnote should cite the author (if no author is named, the organization), as well as the title, date and page number(s). A bibliography, listing your sources but not linking them to specific points in your text, may well be desirable but is not a substitute for footnotes.
What is the Consequences of Plagiarism?

The consequences of plagiarism are serious. Students can be expelled and lose all chance of completing their studies. Even if 99 percent of a student’s work has been above reproach, proven plagiarism could easily result in a degree not being granted.

Summary

A good paper typically demonstrates grasp of concepts, originality and appropriate attention to detail. The person who reads your paper assumes that the words and ideas originate with you unless you explicitly attribute them to others. Whenever you draw on someone else’s work, it is your obligation to say so. If you do not, you are operating under false pretenses. That is plagiarism.

Original Source

“Tribal pressures affect Kenyans’ behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what an individual perceives as in his or her own best interest. For more than 80 percent of Kenya’s people who live and work on the land, children are seen as essential to survival and status. This is particularly true for women. Children and young adults provide an extra labor needed during peak planting and harvest times when everyone in the household must work long hours every day. For women, children are essential to lessen their heavy workload throughout the year: in a study of the Akamba tribe, three-quarters of the respondents gave this reason for having children.”


Plagiarism

Tribal pressures affect the Kenyan woman’s behavior more than pronouncements from the capital. She will perceive what is in her best interest. She sees children as essential to her survival and status. They provide the extra labor needed during peak planning and harvest times when everyone in the family must work for long hours.

Properly Footnoted Citation

Why do Kenyans have so many children? Mott and Mott write that “tribal pressures affect Kenyans’ behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what the individual perceives as in his or her own best interest.”1 They point out that children are seen as necessary for a woman’s livelihood as well as her place in society. Children work on the shamba and assist with all kinds of labor: planting, harvesting, fetching firewood and water.2


2 Ibid: 7-8