International Honors Program (IHP)
IHP Health and Community:
Globalization, Culture, and Care

Public Health: From Biology to Policy
(IPBH3505 / 4 credits / 60 class hours)

Fall 2024

Faculty:

Course Introduction: USA: John McGladdery
Country Module, India: Chris Mary Kurian, PhD
Country Module, South Africa: Bey Schmidt, PhD, MPH
Country Module, Argentina: Pablo Rall, MD
Comparative Module: John McGladdery and Team

Course Description

In this course, students will learn about public health across several countries with an emphasis on exploring determinants of health including social, cultural, political, and economic factors. This course will actively examine how public health practitioners work to identify and respond to public health challenges, building on local community strengths, while carrying out the three core functions of public health: assessment, program/policy development, and evaluation. To understand the applied nature of the discipline, students will examine resources, barriers and facilitators to public health, identifying measurable outcomes that contribute to the efficacy of public health interventions. Moreover, students will come to understand the relationship between biology and policy, which involves the process of moving from data to actionable interventions on smaller and larger scales that account for differences in local contexts.

By learning with local public health experts in each country, the class will explore various questions threaded throughout the semester, including:
- What are the major determinants of health in each local context?
- How are interventions designed and implemented in those contexts?
- What are the critical disease concerns in each context and how does the prevalence of disease vary in different segments of society?
- Where are there health disparities?
How can we explain why some members of society are healthy and others less so?

- What are some effective interventions, programs, or policies that have improved health outcomes in these contexts?
- What can be done to reduce health status inequities between communities and nations?

Learning Outcomes

The Public Health course comprises 60 class hours of instruction and field experience (4 credits).

Upon completion of the course, students will be able to:

• Characterize the core and crosscutting functions of public health in promoting individual and population health.
• Articulate the major components of healthcare systems in program countries.
• Identify social, environmental, and other major determinants of health.
• Explain the relationship between biological sciences and the development, implementation, and evaluation of public health programs and policy.
• Recognize the role of public health interventions in improving health outcomes, and barriers and complications to implementation.
• Appraise the roles that global, governmental, professional, and non-profit organizations play in the assessment, development, and evaluation of public health policies, programs, and interventions.
• Assess how stakeholders in health provision help and/or hinder progress towards health equity.
• Communicate an assessment of a proposed intervention, within context, using an assets-based approach that avoids the impression of saviorism.

Materials

All course readings will be available electronically. Students are responsible for accessing all required materials; electronic materials may be printed at the discretion of the student.

Format

This course is organized into an introduction and four modules: three country modules and one overarching comparative module. In each module you will have assignments given and graded by the faculty overseeing that segment of the PH class.

There will be one assignment in each country module, divided into two parts: (1) Draft 1: first submission of your response to the indicated prompt, approximately 2.5 pages (650-700); (2)
Draft 2 (final submission), a revision of Draft 1 with developed ideas and new data, approximately 4.5 pages (1200-1300 words). Each prompt is specific to each country and may take the form of a paper, project, or activity.

The collection of your PH assignments will become your “PH Portfolio” and will constitute part of the final PH/GH Comparative Module assigned by the Program Director.

**Submitting Assignments**

- Except for hardcopy assignments, all work for this course will be handed in electronically via Canvas. Assignment grades and feedback will also be distributed through Canvas. Assignments are due on the day/time indicated by your professor.

- **Students may never use email to submit assignments,** per SIT IT Policy.

- PLEASE UPLOAD ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for in-document comments.

- **All assignments are to be double spaced with one-inch margins in 12-point Arial or Times New Roman font** (these are most legible for reading).

- The American Psychological Association (APA) referencing and citation style is preferred. When using APA format, follow the author-date method of in-text citation. Whatever citation method you use must be consistent and indicate the author's last name and the year of publication for the source in the text or footnote, for example, (Colby-Bottel, 2022, p. 14). If you are referring to an idea from a work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear fully in the reference list at the end of the paper.

- For hard copy assignments, you may be asked to submit the original. **KEEP A DIGITAL COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER,** so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photographing / scanning any hard copy assignments (and keeping a copy in .jpg or .pdf).

**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>USA Introduction: Discussion</td>
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</tr>
<tr>
<td>India Beyond Medicine: Addressing Social Determinants of Health in India</td>
<td>10 (P/F)</td>
</tr>
<tr>
<td>(Draft 1)</td>
<td></td>
</tr>
</tbody>
</table>
Beyond Medicine: Addressing Social Determinants of Health in India (Draft 2) 20
Fragmentation & Reform: Draft 1 10 (P/F)
Fragmentation & Reform: Draft 2 20
Don’t Cry for Me Argentina: Draft 1 10 (P/F)
Don’t Cry for Me Argentina: Draft 2 20
Comparative Module: Critical Comparative Portfolio Analysis 10
Total Possible 100

Grading Scale

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>94-100%</td>
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<tr>
<td>90-93%</td>
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<td>87-89%</td>
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<td>84-86%</td>
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<td>80-83%</td>
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<td>70-73%</td>
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<tr>
<td>67-69%</td>
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<tr>
<td>64%</td>
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<td>below 64</td>
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</table>

Note: Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.

Tips for Success

- **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

- **Have assignments completed on schedule and according to the specified requirements.** This will help ensure that your assignments are returned in a timely manner.

- **Ask questions in class. Engage the lecturer.** These are often very busy professionals who are doing us an honor by coming to speak.

- **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).

- **Respect differences of opinion** (those of classmates, staff, lecturers, and local constituents engaged with the visit). You are not expected to agree with everything.
you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Course Schedule**

This course is organized into an introduction class and four subsequent modules. See the program calendar distributed at the start of each country program for corresponding dates of class sessions.

*NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.*

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**Washington DC, USA**

**Course Introduction**

**Faculty:** John McGladdery  
john.mcgladdery@sit.edu

**Lectures and Readings**

<table>
<thead>
<tr>
<th>Session</th>
<th>Lecture Topic</th>
<th>Key Concepts</th>
<th>Reading</th>
</tr>
</thead>
</table>
| PH 1    | Intro: Debriefing basic concepts from the readings | Public Health, Primary Health Care, Assets-Based Approach | What is Public Health?  
https://thisispublichealth.aspph.org/allareas-of-study/  


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**Public Health Course Readings**

As a general rule, readings and other preparations for class consist of no-cost open-source or library accessible documents available online. Students must download these readings on their own; they will not be provided with hard copies of these web resources, but students are welcome to print them on their own. The readings will provide an overview of fundamental Public Health concepts and inform material introduced by local faculty in each country. Please be prepared to discuss the preparation material in the first Public Health class.

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**Assignment:**
Prepare for Class Discussion (PH1):
What is the purpose and full scope of the Public Health discipline?

New Delhi, Indian

Country Module

Faculty: Dr. Chris Mary Kurian
chris.kurian@sit.edu

Lectures and Readings

<table>
<thead>
<tr>
<th>Session</th>
<th>Lecture Topic</th>
<th>Key Concept</th>
<th>Reading</th>
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</thead>
</table>
Assignment: **Country Module #1 (India)**

**Essay: Beyond Medicine: Addressing Social Determinants of Health in India**

Discuss and analyze one of the following as a public health problem in India:

i. A communicable disease (TB or HIV/AIDS) OR
ii. A non-communicable disease (Diabetes/ Cardiovascular Disease/COPD/ Stroke) OR
iii. A specific dimension of reproductive health and rights in India (Family planning & Contraception/Abortion/Pregnancy, Childbirth & Post Natal Care/Gender-based Violence/ Assisted Reproductive Technologies)

Over the course of your visit as it evolves and becomes more nuanced, you are required to learn and observe from homestay experiences, class and guest lectures, site visits, and other program activities. Ascertain the main cause(s) of this issue. Compare the context in front of you to that in your country. Recognize local solutions that are working. Acknowledge the challenges. Share examples of civil society interventions to address its challenges. With humility appropriate to one who has limited expertise, describe what type of intervention/s might be effective in specific context/s in India, bearing in mind the resource and other limitations.

Your final essay (**Draft 2**) must include the following points:

1. Clearly define the specific public health issue you observed and explored.

2. Succinctly explain the main cause(s) of the issue and how the government is addressing it. Compare the situation and interventions used to what you know happens in your country.

3. Share at least one example of the response (critique and campaign or provision/implementation) from civil society in India to the problem under consideration.
4. Imagine that you are meeting a family/community that is facing this issue. With humility, explain what you have learned and why you think a particular approach in a specified intervention might be worth investing or investing more in.

5. Discuss the different actors that may be involved in carrying out this approach to improving the specified outcome. Indicate why the participation of specific role-players is crucial to the success of the intervention, noting the assets already in this community.

**Draft #1**
No more than 2.5 pages (approx. 650-700 words). Summarize / discuss the issue and context in ~80% of your paper; begin to recommend an intervention in the remaining ~20%.

**Draft #2**
No more than 4.5 pages (approx. 1,200-1300 words). Summarize / discuss the issue in ~75% of your paper; recommend an intervention in the remaining ~25%.

**Grading Rubric: Country Module #1 (India)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Poor</th>
<th>Not Good</th>
<th>Below Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td>Description of observations are lacking, no evidence to the issue</td>
<td>Some descriptions of observations present, no evidence to the issue</td>
<td>Describes observations, but not succinctly, evidence is not persuasive</td>
<td>Observations are present and descriptive, evidence is persuasive</td>
<td>Observations are richly and, concisely described, evidence is persuasive</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>3.25-3.5</td>
<td>3.75-4</td>
<td>4.25-4.5</td>
<td>4.75-5</td>
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<tr>
<td>Analysis</td>
<td>Overall analysis is weak and limited to cursory conclusions, no reference to PH</td>
<td>Some analyses and some references to principles of PH</td>
<td>Good analysis but some references to principles of PH</td>
<td>Good analysis and good references to principles of PH</td>
<td>Excellent analysis drawing insightful conclusions relevant to PH</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>3.25-3.5</td>
<td>3.75-4</td>
<td>4.25-4.5</td>
<td>4.75-5</td>
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<tr>
<td>Discussion on intervention/s</td>
<td>Discussion is weak or absent</td>
<td>There are some discussions</td>
<td>Discussions on intervention/s are given but not appropriate to the context</td>
<td>Good and appropriate discussion on intervention/s</td>
<td>Excellent and appropriate discussion on intervention/s</td>
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<td></td>
<td>0-3</td>
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<td>4.75-5</td>
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<td>Analysis and recommendation are missing</td>
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<td>Assignment addresses all parts</td>
<td>Assignment strongly fulfills all parts</td>
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## Lectures and Readings

<table>
<thead>
<tr>
<th>Session</th>
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<th>Key Concept</th>
<th>Reading</th>
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</table>
Assignment: **Country Module #2 (South Africa) Essay: Fragmentation & Reform**

Discuss the fragmented nature of the South African healthcare system (i.e. the historical roots, the levels of fragmentation, and current challenges). Begin to explore a healthcare reform (Community Health Systems or National Health Insurance) that can address this fragmentation.

**Draft #1** provides you with an opportunity to draft key points about the problem and explore how one or both interventions could address the problem. You have the opportunity to brainstorm your thoughts and decide on how to organise them for the second draft. **Draft #2** should reflect consideration of feedback from **Draft #1**, as well as knowledge you have gained in subsequent lectures, homestay experiences, and site visits. You may include a diagram.

**Draft #1**  About 2.5 pages (approx. 650-700 words). Summary/discussion of factors should be about 80% of your paper; the remaining 20% can begin to recommend a reform intervention.

**Draft #2**  Maximum 4.5 pages (approx. 1,200-1300 words). Summary/discussion of factors in about 75%; recommend a reform intervention in the remaining ~25%.

**Grading Rubric: Country Module #2 (South Africa)**

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<tr>
<th>Points</th>
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<th>Excellent</th>
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<tr>
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<td>4.75-5</td>
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<td>There are some discussions</td>
<td>Discussions on intervention/s are given but not appropriate to the context</td>
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### Components

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<th>Assignment is missing one part</th>
<th>Assignment addresses all parts</th>
<th>Assignment strongly fulfills all parts</th>
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### Writing Style

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<th>Writing style is confusing and mistakes are present</th>
<th>Writing style is straightforward and not compelling. Some mistakes may be present</th>
<th>Writing style is fluid, language is somewhat compelling. No mistakes are present</th>
<th>Writing style includes compelling language, no spelling/grammar errors</th>
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<tbody>
<tr>
<td>Total</td>
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<td>2.25</td>
<td>2.5</td>
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</tbody>
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### Lectures and Readings

**PH8**  
**Lecture Topic**: Argentina’s health system  
**Key Concept**: Tripartite health system; right to health; decentralization; primary healthcare  


**PH9**  
**Lecture Topic**: Argentina’s health profile  
**Key Concept**: Health disparities and inequities; epidemiological mosaicism  
| PH10  | Argentina’s health workforce | Labor conditions; geographical disparities; primary healthcare training | Pereyra F, Micha A. The configuration of nursing labor conditions in the Buenos Aires Metropolitan Area: An analysis at the intersection of the gender order and the organization of the health system. 2016;12(2):221-238.  

To bridge the gap between what you’ve learned about public health in Argentina, and what you feel remains to be discovered, write an essay in which you:

1. Choose one image (from the available collection) which represents a feature/health outcome/concept/issue of public health in Argentina that strikes you as noteworthy.

2. Analyze the relationship between the feature/health outcome/concept/issue and a strength and/or weakness of Argentina’s health system, as you understand it.

3. Integrate on-going program components (homestay experiences, lectures, readings, AV material, etc.) to your analysis as they help your understandings evolve.

4. Provide a final reflection in the form of 2-3 clearly formulated questions that represent what you feel you’d like to continue researching about the feature/health outcome/concept/issue

**Draft #1**  No more than 2.5 pages (approx. 650-700 words). Summarize / discuss the relationships (~80%); begin to ask questions for future consideration (~20%).

**Draft #2**  No more than 4.5 pages (approx. 1,200-1300 words). Summarize / discuss the relationships (~75%); pose questions for future consideration (~25%). This draft should reflect feedback from Draft 1 as well as subsequent experiences and content.

**Grading Rubric:** Country Module #3 (Argentina)
<table>
<thead>
<tr>
<th>Components</th>
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<th>Assignment is missing several components</th>
<th>Assignment is missing some components</th>
<th>Assignment addresses all components</th>
<th>Assignment strongly fulfills all components outlined in prompt</th>
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<tbody>
<tr>
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<td>2.25</td>
<td>2.5</td>
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<td>Identification, description and analysis of health system feature/ health outcome/ concept/ issue</td>
<td>No health system feature is identified; description and analysis aren’t comprehensible</td>
<td>Health system feature is not clearly identified; poor or confusing description and analysis</td>
<td>Health system feature is clearly identified; description and analysis are unsophisticated</td>
<td>Health system feature is clearly identified; description and analysis demonstrate adequate understanding of PH course content</td>
<td>Health system feature is clearly identified; description and analysis demonstrate a deep and insightful understanding of PH course content</td>
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<td>0-5.75</td>
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<td>6.5-6.75</td>
<td>7-7.25</td>
<td>7-7.5</td>
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<td>Integration of other program components</td>
<td>Does not integrate program components</td>
<td>Minimal integration of program components</td>
<td>Limited integration of program components</td>
<td>Utilizes program components, but not exceptionally well in answering the prompt</td>
<td>Strong and insightful integration of program components in answering the prompt</td>
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<tr>
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<td>6.5-6.75</td>
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<td>7-7.5</td>
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<td>2.25</td>
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</tbody>
</table>
PH & GH Portfolio Module

Faculty: John McGladdery & Team

<table>
<thead>
<tr>
<th>Session</th>
<th>Lecture Topic</th>
<th>Key Concept</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Workshop</td>
<td>Comparative Aspects of PH and GH class experiences</td>
<td>Arc of personal learning across the GH/PH courses</td>
<td>See instruction below for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1) Portfolio: Compile and Review</td>
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<td></td>
<td>2) Growth Artifact</td>
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<td></td>
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<td></td>
<td>3) Portfolio Self-Assessment</td>
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</tbody>
</table>

Assignment:

The following comprises the PH/GH Portfolio Module, a self-reflexive assignment shared between the PH and GH classes. The final product is worth 10 points each in respective PH and GH classes. Most will take place in a scheduled Workshop with your peers, with some basic preparation beforehand as homework. The final product will consist of:

1) **Portfolio** (compiled before Workshop)

2) **Growth Artifact** (frontispiece, minimal preparation at home, completed in Workshop)

3) **Portfolio Self-Assessment** (completed in Workshop)

All components of the Portfolio Module should be submitted as a single .doc or .pdf file in Canvas. You can use an app like “PDF Compressor” to make your file size smaller, as needed.

1) **Portfolio: Compile and Review**

This is not a written submission but a mental and preparatory exercise. Compile, read, and reflect upon the PH and GH portfolios of assignments (Draft #2) you have built throughout the course of the semester. After assembling together your PH/GH assignments, review all your work holistically, deliberately contemplating how your perspective has grown across the two courses and your experiences within national and cultural contexts. Think about your own work, analyzing your personal experiences, and reminding yourself of lingering doubts or questions.

Questions to ask yourself when reviewing your work:

1. How do the portfolios of assignments demonstrate your learning?
2. What has changed in your understanding of public health, globalization, everyday experiences of health, wellbeing, disease, or illness?
3. What interplay have you noticed between public health and globalization?
4. What connections have you been able to make between local experiences and national or global policies/trends?
5. Have you noticed that your own work took on a certain theme or interest?
6. What are you passionate about and how has that impacted your foci this semester?

2) Growth Artifact
Bring to the Workshop 2 artifacts, one related to GH, one to PH, that you have selected to represent your intellectual growth this semester. These items should relate specifically to the arc of your learning and your journey in understanding the holistic interplay between public health and globalization in the places we have visited. These artifacts can be photographs, pieces of personal writing, garments, receipts, and other items you have collected along the way.

Please bring the artifact (or photo of it) to the Workshop and prepare the following answers for Workshop discussion:

1. Reflecting back on your first PH and GH course sessions and what was new or already familiar to you in those sessions, how has your understanding of public and globalized health evolved over the trajectory of the entire semester? Where was your understanding on Day One and where is it now?

2. What feelings and attitudes have changed.

3. How do the selected artifacts represent your narrative of personal intellectual growth?

4. How do the selected artifacts represent your comprehension of how public health and globalization shape the individual and collective wellness of people?

5. What activism are you motivated to support or participate in?

Example: three photos you took may represent how macro forces of globalization play out in everyday experiences of health… or you may include a train ticket and a bit from a journal entry to demonstrate how one excursion encapsulates your learning about the prevalence of traditional medicine.

In Workshop: After workshopping the full intellectual and potential representation of your artifacts with your peers in class, you will compose a caption or summary that encapsulates the artifacts' meaning(s). This, along with images of your artifacts, will become the frontispiece of your PH/GH Portfolio submission.

3) Portfolio Self-Assessment
To be done in the Workshop. Fill out and submit the rubric provided.

Directions: Each row addresses a learning objective of your compiled PH/GH Portfolio. For each row, consider the criteria associated with each point value. In the last column of the rubric worksheet,
your Portfolio the points you feel are fair and accurate for that row. Finally, tabulate the values in the last column to calculate your overall score for your Portfolio. Note: there is a total of 20 points available.

<table>
<thead>
<tr>
<th>Points</th>
<th>0-3</th>
<th>3-4</th>
<th>4-5</th>
<th>5-6</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflexivity and Intellectual Engagement</td>
<td>Writing style is confusing or incoherent. Many spelling and grammar mistakes present</td>
<td>Writing style is straightforward and not compelling. Some mistakes may be present</td>
<td>Writing style is fluid, language is somewhat compelling. No mistakes are present</td>
<td>Writing style includes compelling language, no spelling(grammar errors present)</td>
<td></td>
</tr>
<tr>
<td>Interrelates concepts between GH and PH to demonstrate real life impact</td>
<td>Does not demonstrate interplay of PH and GH concepts, or real life impact</td>
<td>Minimally demonstrates interplay of PH and GH concepts, makes some attempts to show how these concepts translate to real life impact</td>
<td>Meaningfully demonstrates interplay of PH and GH concepts to show a few examples of how these concepts translate to real life impact</td>
<td>Compellingly demonstrates interplay of PH and GH concepts to show well developed understanding of how concepts translate to real life impact</td>
<td></td>
</tr>
<tr>
<td>Reflects productive analytic comparison of PH and GH tools across countries and contexts</td>
<td>Does not demonstrate comparisons relevant to PH or GH across different countries and contexts</td>
<td>Minimally demonstrates comparisons relevant to PH or GH across different countries and contexts</td>
<td>Meaningfully demonstrates comparisons relevant to PH or GH across different countries and contexts with a few compelling examples</td>
<td>Demonstrates thoughtful, organized comparisons relevant to PH or GH among different countries and contexts with compelling or creative examples</td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>Give yourself up to 2 points for effort.</td>
<td></td>
<td></td>
<td></td>
<td>TOTAL SCORE</td>
</tr>
</tbody>
</table>

**Expectations and Policies**
Participation
IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation not to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved by IHP staff or faculty. Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. Keep in mind that IHP has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Late Work
Exact deadlines for assignments will be confirmed in class. All work for this class must be submitted by the end of the 3rd week of each country program to allow time for the local faculty to grade the assignment and return it before students leave the country, unless otherwise noted. Any grade disputes must be settled before the program leaves the country, no exceptions. Work is to be submitted via Canvas on the day on which it is due. Late work will only be accepted with the consent of the instructor prior to the deadline and will result in a lowering of the grade one full step (for example, from a B to a B-) per day, as per SIT’s policy. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

Technology in the Classroom
Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. Students are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions except where otherwise indicated and under extenuating circumstances that have been discussed in advance with the faculty member. As is always the case, students with accommodations through SIT are welcome to use technology as is appropriate.

Class Preparation
This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Academic Integrity
Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to: obtaining or giving unauthorized aid on an examination; having unauthorized prior knowledge of the content of an examination; doing work for another student; having work done by another person for the student; and plagiarism. Academic dishonesty can result in
severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person’s ideas or product as one’s own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another’s written work; using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the course; using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material cited, quoted, paraphrased, or summarized, and research or critical papers should acknowledge these sources in footnotes or by use of footnotes.

**Violations of SIT Study Abroad academic integrity policy** are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your traveling faculty if you have questions.

**SIT Policies and Resources**
Please refer to the [SIT Study Abroad Handbook](#) and the Policies section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.