

Public Health Program

Professional Dispositions Deficiency Assessment (PDDA)¹

Department of Health Promotion and Physical Education

Why Assess Dispositions?

The Public Health field is comprised of practitioners that are held to the highest degree of professionalism, as they are interacting with vulnerable populations to fulfill the career objectives of health promotion and disease prevention. Among the knowledge and skills required by the Public Health field are those related to professional ethics and those related to responsibilities, structure, and activities of the profession. As such, the Public Health field requires that Public Health practitioner preparing institutions certify for each Public Health Program student and graduate that they are “dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common values, [Public Health practitioners] are responsible for upholding the integrity and ethics of the profession as they face daily challenges of decision making.” Public Health professional dispositions draw upon the ethical standards for Public Health practitioners set forth by related practitioner preparing institutions, professional organizations, credentialing bodies (National Commission for Health Education Credentialing [NCHEC]), and accreditation agencies (Council on Education for Public Health [CEPH]).

By acknowledging the value of diversity in society and embracing a cross-cultural approach, [Public Health practitioners] support the worth, dignity, potential, and uniqueness of all people through the acknowledgement and adherence of the following ethical code set forth by the Society of Public Health Education (SOPHE):

- Article I: Core Ethical Expectations
- Article II: Ethical Practice Expectations
 - Section 1: Responsibility to the public
 - Section 2: Responsibility to the profession
 - Section 3: Responsibility to employers
 - Section 4: Responsibility in the delivery of health education/health promotion
 - Section 5: Responsibility in research and evaluation
 - Section 6: Responsibility in professional preparation and continuing education

Please see individual article section details at <https://www.sophe.org/professional-development/careerhub/ethics/>.

Professional Disposition Assessment Background

Kennesaw State University requires that each Public Health Program graduate recommended for the Public Health field has the knowledge, skills, and character/fitness necessary to be a successful Public Health practitioner. Content knowledge and skills are assessed in the Public Health curriculum (courses, field experiences, internships, etc.) as outlined by the Council on Education for Public Health (CEPH). But how can we know if a person possesses

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the professional dispositions—the professional ethics and the inclination to enact those ethics—that will guide them in their interactions with individuals, families, colleagues, and communities?

- A pattern of action that shows up in the course of Public Health practitioner preparation will likely also show up later in the field. We conclude that a student who shows promptness, courtesy, respect, empathy and scrupulous attention to detail will effectively contribute to the Public Health field. A person habitually late, rude, indifferent, inept, disrespectful, hostile, or careless in pre-service work is, in contrast, likely to have trouble in the Public Health field and jeopardize its mission, ultimately causing harm to those it serves. As an institution that prepares Public Health practitioners, we owe the Public Health field (professionals and populations alike) our best professional judgment and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of KSU's professional responsibility.

Professional Disposition Assessment (PDDA) Process: Guidelines and Suggestions

Students (both minors and majors who are working to be admitted or have been admitted) enrolled in the Public Health program will be assessed regularly to determine their progress in academic performance, field experiences, and professionalism. The PDDA form is one of many assessment tools used in the program. ALL Public Health minors and majors are held to these standards (see the specific criteria on page 4) throughout each semester of the academic year. In the event that a student's assessment yields a negative rating (L1 or L2 – see ratings on page 4) by the reporting instructor, the student will be notified that a PDDA form is being filed. The completed form must be accompanied by a description of the behavior and available documentation that indicates failure to meet the standard. Normally, the form will be completed at the end of a given semester after the instructor has worked unsuccessfully with the candidate to help him/her meet the standard. The form can, however, be completed at any time.

Completed PDDA forms will be stored in the HPE department's student files. In accordance with FERPA Student Rights, students may view their completed forms via request to the Public Health Program Coordinator and may provide a written response to a PDDA form for their file. Please note that PDDA forms can be accessed and utilized by faculty beyond a student's tenure in the Public Health program when post-graduation service requests are initiated by former students (e.g., letters of recommendation).

Students who wish to appeal the PDDA course of action must prepare a written appeal within 30 days of PDDA receipt and signature and present it to the Chair of the Department of Health Promotion and Physical Education (HPE). The Chair may make the final decision or refer to an appointed HPE faculty committee.

Who is subject to PDDA review?

- Public Health Majors and Public Health Minors taking courses in the HPE department

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Please note that instructors from other departments that are teaching Public Health Majors will be advised to issue a PDDA in the event of student misconduct in their courses. If a remediation plan is implemented, all instructors regardless of discipline will be informed of the remediation requirements and solicited for feedback on completion of the remediation plan.

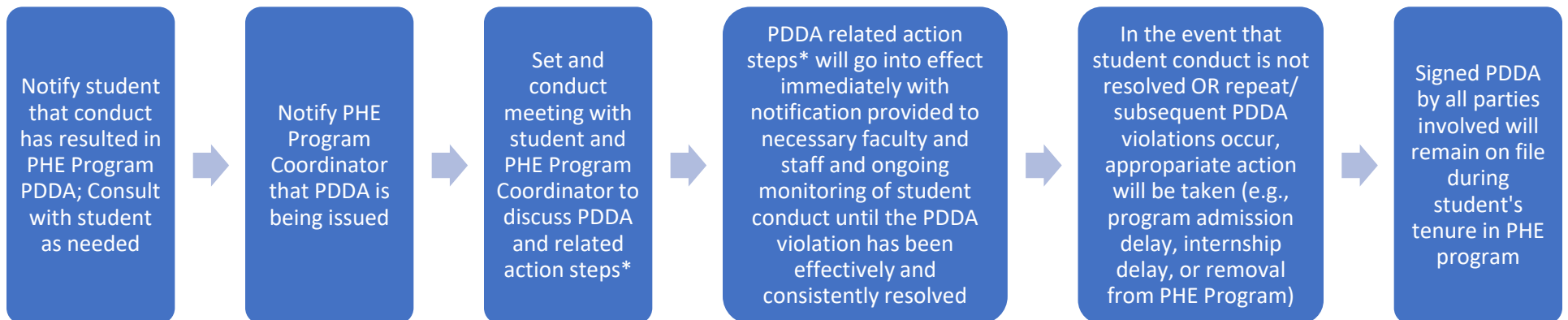
Public Health Program Professional Dispositions Assessment (PDDA)¹

Department of Health Promotion and Physical Education

Student Name: _____ ID#: _____ SEM/YEAR: _____ Public Health Major/Minor: _____ SCAI Notified? YES NO

Instructor Name: _____ Course (if applicable) : _____ Current/Final Course Grade (if applicable) : _____

Instructor: Using the process flowchart below, please complete the form and provide an explanation (and documentation as applicable) for each L1/L2 rating (see Page 4). Submit the form to the Public Health Program Coordinator upon completion. Completed forms will be kept in the student's confidential file for the entirety of the student's tenure in the Public Health program. Students may review their PDDA files and may submit a response to the form.



***Recommended Action Steps (Instructors are to use their discretion based upon severity and type of violation):**

- First PDDA violation (L1/L2): Development and Compliance of Remediation Plan (implementation period for up to one semester)
 - Failure to Remediate during the scheduled implementation period: **Removal from Public Health Program (major and minor status)**
- Repeat PDDA violation:

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- **Removal from Public Health Program (major and minor status)**
- Subsequent PDDA violation (different from first violation):
 - **Not eligible for Public Health Internship (PH 4750)** until successful remediation has occurred

***In the event that a student receives a negative PDDA during the capstone experience, students will be subject to remediation throughout the remainder of the capstone experience with the possibility of receiving an Incomplete if the issue is not resolved during the implementation period.**

Professional Disposition Criteria	Rating & Comments (Please reference Rating Rubric for rating descriptions – Page 5)
	L1 = Unacceptable L2 = Marginal L3 = Acceptable L4 = Proficient N/O = Not Observed N/A = Not Applicable
Course Attendance	
Course Preparation	
Program & Course Performance	
Engages in Respectful and Productive Relationships and Interactions with Instructors	
Engages in Respectful and Productive Relationships and Interactions with Peers	
Respect for and Adherence to University, Departmental, Program, Organizational Rules, Policies, and Norms	
Communication	
Additional Comments and/or Concerns	
Recommended PDDA Action (Please attach full description of proposed Remediation)	

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Professional Disposition Criteria	Rating & Comments (Please reference Rating Rubric for rating descriptions – Page 5)
Plan, which will be distributed to necessary faculty and staff for ongoing monitoring of student conduct until the PDDA violation has been has been effectively and consistently resolved)	
SCAI Investigation Findings & Consequence (if applicable)	

UNACCEPTABLE (L1)	MARGINAL (L2)	ACCEPTABLE (L3)	PROFICIENT (L4)
Course Attendance			
Exhibits a pattern of tardiness and/or absence. Fails to contact instructor(s) to make arrangements for missed work. Does not provide appropriate documentation for class absences or tardiness. May result in disruptions to class by arriving late.	Exhibits a pattern of tardiness and is occasionally absent. Fails to contact instructor(s) to make arrangements for missed work. Does not provide appropriate documentation for class absences or tardiness. May result in disruptions to class by arriving late.	Occasionally is absent and/or tardy from class. Attempts to notify instructor if going to be absent and/or late, or contacts instructor immediately following absence.	Consistently attends class and is on time. Regularly notifies instructor in advance or arranges to meet instructor following an absence. Provides reason and/or documentation for absence and/or tardiness.
Course Preparation			
Course related assignments/activities are not submitted or submitted late. Assignments are incomplete with little attention to quality or understanding of course concepts. Work demonstrates no or very minimal understanding of basic course concepts.	Course assignments/activities usually completed though may not be always turned in on time or fully complete or correct. Work demonstrates minimal understanding of basic course concepts.	Course assignments/activities completed on time and with accuracy. Work demonstrates basic knowledge of critical course concepts.	Course assignments/activities are completed with attention to detail and a refined understanding of critical course concepts. Work demonstrates evidence of effort and time to complete task.
Program & Course Performance			
Consistently inattentive in class or engaged in “other” activities unrelated to class. Not engaged in class discussions and/or activities. May be a distraction to others in the class. Falls below acceptable Public Health program standards (e.g., GPA).	Occasionally inattentive in class. Seldom engaged in class discussions and/or activities. Close to falling below acceptable Public Health program standards (e.g., GPA).	Attentive and engaged in class discussions and/or activities. Does not distract others in the classroom. Maintains acceptable Public Health program standards (e.g., GPA).	Actively and consistently engaged and interested in class activities. Demonstrates necessary preparation for class, including reading of assigned material and completion of any assignments. Exceeds acceptable Public Health program standards (e.g., GPA).
Engages in Respectful and Productive Relationships and Interactions with Instructor(s)			
Rarely, if at all, interacts with course instructor. Demonstrates little or no	Minimally interacts with course instructor. Demonstrates minimal interest in course	Interacts regularly with course instructor when necessary. Demonstrates an	Interacts frequently with course instructor. Is genuinely interested in course related

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UNACCEPTABLE (L1)	MARGINAL (L2)	ACCEPTABLE (L3)	PROFICIENT (L4)
interest in course related assignments and/or activities. Does not respond accurately to questions posed by instructor when called upon. Demonstrates little or no respect for the instructor. Demonstrates little or no awareness or acknowledgement of instructor's role and responsibility in meeting course/program objectives. Disregards the instructor's role as a professional in the discipline.	related assignments and/or activities. Occasionally responds accurately to questions posed by instructor when called upon. Demonstrates minimal level of respect for instructor. Demonstrates minimal awareness or acknowledgement of instructor's role and responsibility in meeting course/program objectives. Shows minimal regard toward the instructor's role as professional in the discipline.	adequate interest in course related assignments and/or activities. Often responds accurately to instructor's questions when called upon. Demonstrates appropriate level of respect for instructor. Demonstrates an awareness and acknowledgement of instructor's role and responsibility in meeting course objectives. Shows regard toward the instructor's role as a professional in the discipline.	assignments and/or activities. Consistently responds with accuracy to instructor's questions when called upon and volunteers to respond to instructor's questions. Demonstrates a genuine and high level of respect for instructor. Demonstrates a clear understanding and acknowledgement of instructor's role and responsibility in meeting course objectives. Shows consistent regard toward the instructor's role as a professional in the discipline.

UNACCEPTABLE (L1)	MARGINAL (L2)	ACCEPTABLE (L3)	PROFICIENT (L4)
Engages in Respectful and Productive Relationships and Interactions with Peers			
Only works with friends and acquaintances. Rarely interacts with others. Main concern appears to be for self with little concern for others. In group work, puts forth minimal effort and often fails to meet tasks and/or assignment. Attendance at group meetings is inconsistent or absent. May be a roadblock for assignment completion. Showcases disrespectful behavior toward peers.	Works with others if required by the instructor. Is minimally aware of needs of others. In group work, does not make significant contributions to the group assignment. Attends group meetings periodically but inconsistently. Accepts ideas and interactions of others in the group with little input. Showcases inappropriate behavior toward peers.	Interacts with others in a respectful manner. Demonstrates awareness of others' needs. In group work, considers others input and accepts responsibility. Regularly attends group meetings. Relates adequately with others and performs group responsibilities. Promotes group cohesiveness and success.	Consistently seeks opportunity to work with others. In group work, consistently seeks feedback and is fully engaged. Demonstrates a genuine concern for others. Listens carefully to others and respects their views. Contributes ideas and efforts to the group. Regularly facilitates group meetings and is well prepared. Is always on time for meetings. Encourages and utilizes ideas from all. Demonstrate leadership role to meet assignment tasks.
Respect for University, Departmental, Program, Organizational Rules, Policies, and Norms			
Noncompliance of known University, Departmental, Program, and/or Organization's rules and policies. Often shows disregards toward known policies. Seeks exceptions or tries to circumvent established rules.	Noncompliance and/or Ignorance of some University, Departmental, Program, and/or Organizational rules and policies. Follows rules only when convenient or when being monitored by peers or instructor.	Acknowledges and adheres to University, Departmental, Program, and/or Organizational rules and policies. Accepts reminders or consequences for breaches of rules or policies. Does not attempt to circumvent established rules.	Acknowledges and consistently adheres to University, Departmental, Program, and/or Organizational rules and policies. Encourages others to respect the rules and policies. Always accepts personal responsibility for following designated rules and policies.
Communication			

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<p>Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language.</p> <p>Does not express ideas clearly. May display distracting language habits (e.g., repetition of words/phrases, such as “okay” or “like”).</p>	<p>Sometimes uses incorrect grammar in oral and/or written communication. Uses language that is offensive when talking with peers only. Sometimes uses distracting language.</p>	<p>Uses correct grammar in oral and/or written communication. Communication is generally free of offensive or inappropriate language. Usually uses language to express ideas effectively regardless of who is the listener.</p>	<p>Oral and written communication patterns and behaviors are effective and well-articulated. Grammar is correct and demonstrates high level of proficiency. Language usage is conventional and respectful to others.</p>
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I have read the above statements and understand the use of the Public Health Program’s Professional Disposition Assessment form. I further acknowledge the issued PDDA and related action steps that have been established. Lastly, I understand the consequences if the action steps are not effectively or consistently resolved in the established implementation period as well as the consequences related to repeat and subsequent PDDA violations.

Student Name & Signature: _____

Date: _____

Instructor Name & Signature: _____

Date: _____

Public Health Program Coordinator Name & Signature: _____ Date: _____