HLTH 371.0101 – Communicating Safety and Health

Semester: Fall 2017
Classroom and Time: LEF 2166 / Tuesdays & Thursdays 2:00-3:15pm
Instructor: Daisy Le, PhD, MPH/MA

Office Hours: by appointment before or after class (please make appointments via email or CANVAS 48 hours in advance)
Office: SPH 1304
Phone: 202.643.0328
Email: profdaisyle@gmail.com / daisyle@umd.edu

Graduate Teaching Assistants:
- Ms. Olivia Kachingwe (Rm 1224: Cubicle B)
  Email: okaching@umd.edu
- Ms. Natanya Gayle (Rm 1224: Cubicle G)
  Email: ngayle@umd.edu

Office Hours: varies by appointment (please email/send a message to the TAs no less than 24 hours in advance so that you and/or your group can best be accommodated)

Required Texts and Other Readings:

Required:

Recommended:

Additional Resources:
**Course Description:**

The communication and evaluation of safety and health information. Emphasis on various types of communications and recipient factors which contribute to their success or failure.

**Course Learning Objectives:**

At the conclusion of this course, the student will be able to:

1. Compare and contrast different theoretical/conceptual models of the persuasion process.
2. Define the specific components of the communication process.
3. Describe and utilize public opinion and other survey techniques.
4. Compare the impact of different modes of communicating safety and health information.
5. Implement a public safety/health message and analyze its’ impact.
6. Define health education and demonstrate the ability to practice health education.
7. Understand the foundation of health literacy and its’ role in decreasing disparities.
8. Demonstrate the ability to conduct pretesting and analyze the results.
9. Demonstrate the ability to conduct evaluative techniques and analyze feedback.

**Course Requirements:**

This course is taught through lectures, readings, interactive classroom activities, out-of-class group meetings, and student presentations. Students are expected to attend class, as this will enhance the learning experience for themselves and their peers. In-class assignments are reflected in the student’s grade and make up of in-class assignments will be prohibited. Assignments and slide presentations will typically be posted on CANVAS (www.elms.umd.edu).

Top Hat is a platform that allows for a more engaging classroom experience. Students are required to purchase the Top Hat access for this course, engagement through Top Hat counts towards your class participation and engagement grade (see “Grading Procedures and Assignments” for more details).

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.
**Course Policies:**

**Attendance Policy:**

Attendance at every class is expected. Class is intended to model a worksite in order to prepare students for the professional world where unexcused absences are unacceptable. In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event like and exam or test, will require written documentation from an appropriate health care provider/organization. Major grading events for this class include the two exams, campaign deliverables and paper/presentation.

For complete information on the university’s absence policy see: http://www.president.umd.edu/policies/v100g.html

**Arriving Late to Class:**

Lateness is disruptive to the class and is highly unprofessional. If there is a circumstance in which it will be inevitable for a student to be late, *it is the student's responsibility to let the instructor know ahead of time.*

**In-Class Behavior:**

Rude, disrespectful or disruptive behavior (e.g., talking when the instructor is lecturing, using Facebook, Instagram, Twitter (or any other social media platform) or doing coursework for another class) will not be permitted. All cell phones (being used for personal use) are to be set to silent mode and put away during class.

**Extra Credit:**

*There will be NO extra credit assignments.* Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one's final grade. *Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.*

**Be Respectful:**

*All* student views are expected to add to the specific discussion topics. Everyone is entitled to their own opinion or point of view. Therefore, it is acceptable to disagree, but not to attack or degrade someone for their opinion or point of view. Furthermore, please be respectful to your fellow classmates, GTA(s), and your professor.
Ask Questions:

There is no such thing as a stupid question, please ask questions and if I do not know the answer I will gladly find out.

Late Work and Missed Exams / Assignments:

All readings and other assignments are due at the beginning of class on the day they are listed on the syllabus. Any work not turned in by the beginning of class on the due date will receive a reduction of one letter grade. Work not submitted on CANVAS by the assigned time and time-stamped by CANVAS* will receive a reduction of an additional letter grade.

*Please note CANVAS does NOT accept late assignments, therefore once CANVAS closes the assignment, it will be considered late (and will not be accepted without an official documented excuse).

Make sure to plan accordingly.

If the assignment is late, you must submit it via email to both the instructor and the GTA(s) (please note that at this time, it will be considered late). In-class assignments may not be made up. Exams may be made up with an approved excuse in advance.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused,” and I will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact me in advance. Multiple or prolonged absences, and absences that prevent attendance at a scheduled quiz or exam will require written documentation from an appropriate health care provider/organization. Make up exams will be given only when the student has a University-recognized absence.

If a quiz or exam is to be missed for a legitimate reason the student must contact me (by email ONLY) PRIOR to the exam. If an exam is missed due to unforeseen circumstances on the day of the exam, the student must contact me within 24 hours of the missed exam. Official documentation of the excuse must be provided. I WILL NOT accept a Health Center honor statement to verify illness. If a student misses an exam for any unauthorized reason, s/he will receive a grade of zero for that exam.

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis.
Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices. **Students are responsible for keeping their email address up-to-date or for redirecting or forwarding email to another address.** Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

**HLTH 371 Email:**

Feel free to email questions and concerns to the instructor and/or GTA(s). Please use a courteous and professional manner in your communication, and do not abbreviate messages or words. Please include your (1) **name** and (2) **“HLTH 371”** in the subject line of the e-mail. I will try to answer e-mails within 48 hours. As for the weekend, I will not be checking emails on Friday beginning at 3pm until Monday 10am unless otherwise stated, however that does not stop you from asking a “burning” question at that time if you need to. To ensure that your e-mail will get to me, please send your message to both the e-mail addresses listed above, as well as through CANVAS (when appropriate).

**Course Evaluation:**

Your participation in the evaluation of courses through CourseEvalUM is much appreciated as a member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please complete course evaluations at (www.courseevalum.umd.edu) at the end of the semester.

**Religious Observances:**

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.**

**Accommodations for Students with Disabilities:**

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Services (301-314-7682). If you intend to take any or all quizzes/exams at DSS, it is your responsibility to notify me **before the end of schedule adjustment**, and to **provide me with you TAF form one week prior to the exam date.**
Academic Integrity:

The Department of Behavioral and Community Health has a **zero tolerance policy on academic dishonesty of any kind.** If a departmental instructor believes that a student has been involved in academically dishonest activity, s/he will report it to the University's Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: http://www.shc.umd.edu/code.html.

The Honor Pledge is a statement that undergraduate and graduate students must follow, and may be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.
Personal Technology Use Policy:

HLTH 371 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.

Classroom Rules:

1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages.
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Photo/Video Release Statement

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

Copyright Notice

Class lectures and other materials are copyrighted. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials may not be reproduced (e.g. students may not copy and/or redistribute these materials) for anything other than personal use without my explicit written permission.
Grading Procedures & Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Campaign Deliverables (6 @ 10 pts. Each)</td>
<td>60 points</td>
</tr>
<tr>
<td>EXAM 1</td>
<td>80 points</td>
</tr>
<tr>
<td>Final Presentations</td>
<td>60 points</td>
</tr>
<tr>
<td>Top Notch Class Participation &amp; Engagement (via Top Hat)</td>
<td>20 points</td>
</tr>
<tr>
<td>EXAM 2 (aka “Final Exam”)</td>
<td>80 points</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>300 POINTS</strong></td>
</tr>
</tbody>
</table>

Grading Scheme:

96.50-100% (289.5-300.00 points)   A+   72.50-76.49% (217.50-152.99 points)   C
92.50-96.49 (277.50-289.49 points)   A   69.50-71.49% (208.50-144.99 points)   C-
89.5-92.49% (268.50-277.49 points)   A-   66.50-69.49% (199.5-229.49 points)   D+
86.50-89.49% (259.50-268.49 points)   B+   62.50-66.49% (187.50-199.49 points)   D
82.50-86.49% (247.50-259.49 points)   B   59.50-62.49% (178.50-187.49 points)   D-
79.50-82.49% (238.50-247.49 points)   B-   Below 59.49% (178.49 & below)   F
76.50-79.49% (229.5-238.49 points)   C+                                 |

*Final Grades will NOT be changed. The instructor will not provide extra points to put you up into the next grade break. All half points have already been accounted for in the above calculation.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>T 8-29</td>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td># 2</td>
<td>Th 8-31</td>
<td>Introduction to Public Health Communicating Safety and Health</td>
<td>Readings Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Chapter 1 (Parvanta et al.)</td>
</tr>
<tr>
<td># 3</td>
<td>T 9-05</td>
<td>U.S. Safety &amp; Health Needs</td>
<td>Readings Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Review the following websites:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• <a href="http://www.cdc.gov/brfss/">http://www.cdc.gov/brfss/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• <a href="http://www.healthypeople.gov/2020/topicsobjectives2020/default">http://www.healthypeople.gov/2020/topicsobjectives2020/default</a></td>
</tr>
<tr>
<td># 4</td>
<td>Th 9-07</td>
<td>A Public Health Communication Planning Framework</td>
<td>Readings Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Chapter 2 (Parvanta et al.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>DUE: Syllabus Statement of Understanding</strong></td>
</tr>
<tr>
<td># 5</td>
<td>T 9-12</td>
<td>Understanding and Reporting the Science</td>
<td>Readings Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Launch of Health Communication Campaign</td>
<td>o  Chapter 4 (Parvanta et al.)</td>
</tr>
<tr>
<td># 6</td>
<td>Th 9-14</td>
<td>Understanding and Reporting the Science</td>
<td>Readings Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Launch of Health Communication Campaign</td>
<td>o  Chapter 4 (Parvanta et al.)</td>
</tr>
<tr>
<td># 7</td>
<td>T 9-19</td>
<td>Speaking to Public Health Literacy and Numeracy</td>
<td>Readings Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecturer: Dr. Alice Horowitz</td>
<td>o  Chapter 7 (Parvanta et al.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Herschel S. Horowitz Center for Health Literacy, Research Associate Professor, Behavioral &amp; Community Health</td>
<td><strong>Additional readings from Guest Speaker will be posted on CANVAS.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>DUE: Health Campaign Topic (Health Campaign Deliverable #1)</strong></td>
</tr>
<tr>
<td># 8</td>
<td>Th 9-21</td>
<td>Speaking to Public Health Literacy and Numeracy</td>
<td>Readings Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecturer: Dr. Alice Horowitz</td>
<td>o  Chapter 7 (Parvanta et al.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Learning Objective: 2,7</strong></td>
</tr>
<tr>
<td># 9</td>
<td>T 9-26</td>
<td>Persuasive Health Communications: The Role of Theory</td>
<td>Readings Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Chapter 8 (Parvanta et al.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Review the following addt. resource:</td>
</tr>
<tr>
<td># 10</td>
<td>Th 9-28</td>
<td>EXAM I</td>
<td>(Chapters 1,2,4,7 and assigned readings on CANVAS)</td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Learning Objective</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>---------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>#11</td>
<td>T 10-03</td>
<td>Formative Research for Strategy Development</td>
<td>2,3</td>
</tr>
<tr>
<td>#12</td>
<td>Th 10-05</td>
<td>Formative Research for Strategy Development</td>
<td>2,3</td>
</tr>
<tr>
<td>#13</td>
<td>T 10-10</td>
<td>GROUP DAY</td>
<td>2,3</td>
</tr>
<tr>
<td>#14</td>
<td>Th 10-12</td>
<td>The Strategic Health Communication Plan</td>
<td>4</td>
</tr>
<tr>
<td>#15</td>
<td>T 10-17</td>
<td>The Strategic Health Communication Plan</td>
<td>4</td>
</tr>
<tr>
<td>#16</td>
<td>Th 10-19</td>
<td>It's a Multimedia World</td>
<td>4</td>
</tr>
<tr>
<td>#17</td>
<td>T 10-24</td>
<td>Optimizing the Use of Social Media</td>
<td>2</td>
</tr>
<tr>
<td>#18</td>
<td>Th 10-26</td>
<td>Developing and Testing a Media Strategy</td>
<td>2</td>
</tr>
</tbody>
</table>
| #19 | T 10-31 | Developing and Testing a Media Strategy  
Developing the Implementation Plan | **Readings Due:**  
- Chapter 12 & 13 (*Parvanta et al.*)  
- Review the following websites:  
**Learning Objective:** 2,6 |
| #20 | Th 11-02 | GROUP DAY  
Developing the Implementation Plan | **Readings Due:**  
- Chapter 13 (*Parvanta et al.*)  
- Review the following websites:  
**DUE:** Health Campaign Deliverable #5  
**Learning Objective:** 2,6 |
| #21 | T 11-07 | Developing the Implementation Plan | **Readings Due:**  
- Chapter 14 (*Parvanta et al.*)  
- Review the following websites:  
**Learning Objective:** 2,6 |
| #22 | Th 11-09 | Evaluation and Feedback | **Readings Due:**  
- Chapter 14 (*Parvanta et al.*)  
- Review the following websites:  
**Learning Objective:** 8 |
| #23 | T 11-14 | (GROUP DAY)  
Evaluation and Feedback | **Readings Due:**  
- Chapter 14 (*Parvanta et al.*)  
- Review the following websites:  
**DUE:** Health Campaign Deliverable #6  
**Learning Objective:** 8 |
| #24 | Th 11-16 | Evaluation and Feedback | **Readings Due:**  
- Chapter 14 (*Parvanta et al.*)  
- Review the following websites:  
**Learning Objective:** 8 |
| #25 | T 11-21 | EXAM 2***  
**Thanksgiving Break**  
T 11-23 |  
**Meeting and Advising of Groups**  
T 11-28 |
| #26 | T 11-30 | “The Next Best Health Campaign” Presentations  
**Dress Professionally**  
**Learning Objectives:** 5,9 |  
**ALL Health Campaign Projects are Due and MUST be time stamped no later than 2:00pm.**  
Late Campaigns (2:01pm and later) will be penalized by 20% of overall project grade.  
**Learning Objectives:** 5,9 |
| #28 | T 12-05 | “The Next Best Health Campaign” Presentations  
**Dress Professionally**  
**Learning Objectives:** 5,9 |
| #29 | Th 12-07 | “The Next Best Health Campaign” Presentations  
Dress Professionally  
Learning Objectives: 5,9 |
| #30 | Sat 12-16 | “The Next Best Health Campaign” Presentations  
Dress Professionally  
Learning Objectives: 5,9 |

**NOTE:** Syllabus is subject to change, any changes will be made on Canvas and also mentioned in class.  
**All assignments must be submitted via CANVAS.**  
***Attendance is mandatory, only university approved absences will be accepted.**  
See syllabus and UMD website for further details.
TEN TIPS FOR SUCCESS IN THIS COURSE

You already possess the intellectual capacity to succeed in college or you wouldn’t be here. However, successful students must exhibit a combination of successful attitudes as well as being smart. To be a successful student in this course you must:

1. **learn that** student and professor make a team. I want exactly the same thing that you want: I want you to learn meaningful and relevant material in this class and earn a good grade.
2. **have educational goals.** Successful students have legitimate goals and are motivated by what they represent in terms of career aspirations and life’s desires.
3. **be responsible and active.** Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it.
4. **have a positive attitude.** Successful students know their personal behavior affects their feelings and emotions, which in turn can affect learning. Act like you’re disinterested and you’ll become disinterested.
5. **be a good time manager.** Successful students do not procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life.
6. **ask questions.** Successful students ask questions to provide the quickest route between confusion and understanding.
7. **take good notes.** Successful students take notes that are understandable and organized, and review them often.
8. **know how to study.** Successful students don’t cram for exams. They know that divided periods of study are more effective than cram sessions, and they practice it.
9. **talk about what they’re learning.** Successful students get to know something well enough that they can put it into words.
10. **be considerate of others.** Successful students recognize that everyone in the class have invested time, money, and effort into completing this course. They do not talk or socialize inappropriately during class or engage in other classroom distractions that interfere with learning.

**DR. LE’S ENDNOTE (adopted from Dr. SLH):** I look forward to an engaging, enriching and effective class with each of you. I strongly believe that with the right combination of effort, enthusiasm and energy, we will each carry away some “gold nuggets” from the learning experience in HLTH 371.

**NOTE:** It takes four things to be successful in HLTH371: (1) do all the readings comprehensively, (2) do all the assignments passionately, (3) attend and participate in all the classes, and (4) be fully prepared to conquer all your assignments and exams... pretty simple 😊

~Dr. Daisy Le
HLTH 371 CONTACT INFORMATION

It is **your** responsibility if you are absent from class to find out what you have missed. Most often, you can follow the class schedule above to make sure that you keep up to date. If you are concerned about the notes for this class, you must get them from one of your fellow classmates.

Use this sheet to gather the contact information of 3 fellow classmates that can help you ensure that you do not miss any class information that was mentioned or distributed by the professor.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Statement of Understanding
*Due: no later than Sept. 7th (class #4), via CANVAS

I have read, reviewed and understand the content (expectations, due dates, and policies) of this syllabus.

________________________________________
(Signature)  (Date)