KINE 5375 Community Health
The University of Texas at Arlington
College of Nursing and Health Innovation
Department of Kinesiology
Master of Public Health/Graduate Certificate in Public Health Practice
FALL 2019

Instructor(s)
Erin Carlson, DrPH

Office Number
MAC 116

Email Address
erin.carlson@uta.edu

Office Hours
By appointment and during scheduled “Class Chats.”

Maximum Timeframe for Responding to Student Communication
Response to student emails can generally be expected within 48-hour maximum time frame for emails sent during business hours.

Section Information
KINE 5375, Section 001

Time and Place of Class Meetings
Class will meet on-campus on the following dates on Mondays from 2:00 p.m. to 4:50 p.m., SH 333
These class sessions require mandatory attendance: Monday, September 16; Monday, October 14; Monday, November 25

Class attendance is highly encouraged for the following “Class Chat” dates on which we will have class discussion about assigned readings. Classes begin at 3:30 p.m. and end at 4:50 p.m. on Class Chat days: Sept. 30, Oct. 28, Nov. 11
Thought papers are due on Sept 30 and Oct 28 prior to the start of class.

Description of Course Content
Analysis of social and cultural factors affecting health among U.S. sub-populations defined by age, education, gender, ethnicity, culture, religion, occupation, and income. Prerequisite: Graduate student standing or permission from course instructor.

Student Learning Outcomes
Upon completion of the course, the student will be able to:
1. Synthesize current theory and empirical research on health problems affecting diverse populations.
2. Examine social and economic disparity as determinants of health among individuals and populations.
3. Analyze social capital and the relationship to building healthful environments.
4. Design health interventions to impact population level change.
**Required Textbooks and Other Course Materials**

There is no required textbook for this course. Instead of a textbook, we will use the following resources:

1) University of Kansas Community Tool Box. This is available electronically (on-line) free of charge through the KU Community Tool Box website: [http://ctb.ku.edu/en](http://ctb.ku.edu/en)
   Chapters from this resource are used in each module in that latter half of the course.

2) Purdue Online Writing Lab. This is available electronically (on-line) through the Purdue University OWL website: [https://owl.english.purdue.edu/owl/section/4/16/](https://owl.english.purdue.edu/owl/section/4/16/)
   This resource is not assigned in the course. Rather, it is for you to use a resource for correct writing. You may also use the UTA Writing Lab for in-person writing help.

3) Other readings as assigned. These additional readings will be posted in Canvas, or will be available on-line. Most readings can be readily accessed by simply clicking the link in the syllabus found immediately underneath the assigned reading.

**Descriptions of major assignments and examinations with due dates**

**Requirements:**
To successfully complete this course, students must complete each of the following requirements. Criteria for each are posted on Canvas.

1. Develop and submit written assignments according to associated criteria as assigned.
2. Participate in course discussion and other learning activities and assignments both in class and on-line via Canvas.
3. Complete all elements of the final project to propose and develop a public health intervention:
   a. Write a literature review
   b. Create a briefing paper
   c. Construct a logic model
   d. Identify indicators and data sources for evaluation
   e. Present your intervention to the class
   f. Compile “a” through “e”, add a timeline and sustainability plan, and submit the final plan through Canvas by 11:59 p.m. on December 6.

**Descriptions of major assignments with due dates:**

**Thought papers:** You will write and submit a two-page “Thought Paper” prior to attending Class Chat days. The Thought Paper is due by 2:00 p.m. of Class Chat days. The Thought Paper should include a brief one paragraph summary of the readings for the assigned module, followed by your thoughts addressing the following: How does the readings fit together? (i.e., why were these readings selected to be read together in this module?) What common themes exist in the readings? What do you believe is the purpose of these readings? How do the readings impact your professional practice in health care or public health?

Thought Papers should be written according to APA format, 11-point font, double-spaced, 1-inch margins, and should adhere to correct grammar and sentence structure. Any references you use should be cited in-text and in a references page. The references page does not count in the page limit. You may use end notes in your citations if you need to save space in the paper to keep it within the 2 page limit, though either endnotes or in-text citations are acceptable.

**Literature review:** You will write a brief literature review to frame the need for your intervention in your selected community or population, and justify why your intervention is the best way to address that need. The literature review should provide evidence of the specific problem in the specific population in which
you plan to focus your intervention. It should then provide evidence of what is being done to address this issue in this population and how those interventions have succeeded or failed. Then, your literature review should show that no one has tried what you propose to do in your community or population and some evidence for why your approach may be successful (e.g., it worked in a similar community with a similar problem.) Your literature review should be written in APA format, 3 to 5 pages, double spaced, 11 point font, one-inch margins, with in-text APA citations, and a references page (which does not count in the page limit). Use peer-reviewed sources as much as possible. Though, when writing about interventions in specific communities, it is understandable that you may need to go beyond the peer-reviewed literature.

Due Date: This assignment is due on September 16 before 2:00 p.m. via Canvas.

**Briefing Paper:** A briefing paper (also known as a “Policy Brief” or “Issue Brief”) is a summary of facts and often recommends a course of action. The intent is to inform and highlight one particular topic, such as area of a health disparity, or other issue pertaining to public health. This type of professional writing usually concludes with proposed recommendations. Briefing papers are used to provide decision makers with information about pertinent issues. In large organizations, leaders and key decision makers must constantly learn and retain information about a large body of information, much of which is constantly changing. Several sample briefing papers are available for your review in the syllabus and/or on . Briefing papers for this assignment must be written according to the following assignment criteria:

1. The submitted paper **must be no more that two pages long**—not even by one line. The references page does **not** count in that total. If the paper is any longer than two pages, or if it is significantly shorter than two-pages, points will be deducted. You will need most of the two pages to provide sufficient information to inform the audience.
2. Use relevant resources and references to address the public health issue related to your intervention and target population.
3. The paper should have the following sections:
   a. The issue
   b. Background
   c. Current Status
   d. Key considerations
   e. Options
   f. Recommendations
4. Conclude the paper with recommendations that includes your ideas for solutions. What would you do? Why? Provide evidential support for your rationale.
5. Refer to the grading rubric in Canvas for grading criteria.

**Due date:** Briefing papers are due to Canvas electronically by 11:59 p.m. on September 30.

**Theoretical framework:**
Select a Theoretical Framework for your intervention. You should write approximately one page to provide the following information: The selected framework, justification for its selection (why it is appropriate for your population and intervention), and a brief overview of how you will use the framework to guide your intervention. These papers will not be graded for grammar and APA format. They may be informal communication to your instructor. The assigned is graded on content only—particularly that you demonstrate careful thought and sound justification for the selection of this framework and how it will guide the intervention.

**Due date:** The Theoretical Framework assignment is due via Canvas submission by October 14 at 11:59 p.m.

**Logic Model:** You must create a logic model, based on the information and examples provided in your assigned readings. Templates are provided for you on Canvas. Your logic model must include the categories(columns) listed here, though you may be more elaborate if you would like. If this is your first
time doing a logic model, it is perfectly acceptable to start simple and cover only the basic categories and information.

Your logic model should include the following categories/columns:

- Inputs/resources
- Activities
- Short-term Outcomes
- Long-term Impact

**Due date:** The Logic Model assignment is due October 28 before 2:00 p.m. via Canvas submission.

**Evaluation indicators and data sources:** You should select at least five indicators for evaluation and corresponding data sources for each indicator. The assignment should be written in a table which include columns for each item of the following information: Issue addressed by Intervention, Indicator, Data Source, and Data Collection Method or Data Access Method, depending on whether your data source is from primary data collection or existing secondary data. You do not need to do primary data collection, you may use existing secondary data. Either is acceptable. Part of Class Chat time on the day this assignment is due will be used to answer questions pertaining to this assignment. If you have not written indicators and selected data sources before, it is understood that you may need assistance from your instructor. Hence, a portion of “Class Chat” that day will serve as office hours for your final questions.  
**Due date:** The Evaluation indicators and data sources assignment due November 11 by 11:59 p.m. via Canvas.

**Final Presentation:** You will present your intervention to the class on November 25. Your presentation should be no more than 12 minutes in length, and include a PowerPoint, Prezi, Google, or similar presentation format. In addition, you should provide a hardcopy/handout of the presentation to your instructor. There will be five minutes for questions after you present. The presentation must include the following elements:

a. background about the target community/population  
b. need for the intervention  
c. explanation of intervention  
d. justification for the selected intervention (as opposed to other interventions)  
e. very brief overview of how theoretical framework applies to intervention  
f. overview of resources needed and anticipated outcomes from the intervention  
g. key indicators of success  
h. brief overview of the plan for sustainability

You will be graded by both your instructor and classmates on your presentation. The grading criteria will be posted on Canvas.

**Final Project:** Your over-arching assignment throughout the semester is to develop a population-based health intervention for future implementation in a real-world community setting. This assignment will include creating the elements mentioned in the assignments above. The submission of the final project should include:

a. Literature review  
b. Theoretical framework  
c. Briefing paper  
d. Logic model  
e. Evaluation indicators and data sources  
f. Timeline for implementation  
g. Sustainability plan (one to two detailed paragraphs)
You will do assignments throughout the semester to create the items for this assignment. The final submission should reflect improvements made to the original submissions based on instructor feedback on the assignments and your own reflection and/or increased knowledge. Leniency may be given in grading the first time that one attempts these elements. However, the final project submission will be graded more stringently.

Due date: Portfolio of work due through Canvas submission by 11:59 p.m. on December 6.

Attendance Policy
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, “I allow students to attend class at their own discretion.” The exception to this policy applies to the three in-seat class sessions on Sept. 16, Oct. 14 and Nov. 25, all of which are mandatory.

Other Requirements
This course is offered in entirety as a hybrid format through Canvas and on-campus class sessions. It is a requirement and responsibility of each student to have access to a computer and a high speed Internet connection on a daily basis. Review UT Arlington’s hardware recommendations: http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php and Canvas’s browser requirements: http://www.uta.edu/Canvas/browsertest/browsertest.php.

You will use your Netid and password to login to Canvas at https://elearn.uta.edu/. It is your responsibility to become familiar with Canvas and how to access course components. There are several Canvas resources for students including http://www.uta.edu/Canvas/students/index.php and http://help.Canvas.com/.

This course requires the use of word processing and presentation software that is compatible with Microsoft Office formats. Students may purchase this software (in person or by mail) at a significant discount from the UT Arlington bookstore http://www.uta.edu/bookstore.

Grading Policy
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale
A = 90 to 100
B = 80-89
C = 70-79
D = 60-69
F = ≤59

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<thead>
<tr>
<th>Required Components for Course Credit</th>
<th>Points/Weight / Percentage Value Within the Course</th>
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<tbody>
<tr>
<td>Briefing Paper</td>
<td>10</td>
</tr>
<tr>
<td>Literature Review</td>
<td>15</td>
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<tr>
<td>Participation via online exercises, Class Chats and Thought Papers</td>
<td>15</td>
</tr>
<tr>
<td>Theoretical Framework and Logic Model</td>
<td>15</td>
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<tr>
<td>Evaluation Indicators</td>
<td>10</td>
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<tr>
<td>Presentation</td>
<td>10</td>
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<tr>
<td>Final Project</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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Due dates for assignments will be listed on the Class Schedule available on the course site on Canvas.

Please do NOT request altered due dates or times; you are expected to adhere to the course schedule. Special Note: Papers that are uploaded will be graded as-is. Failure to upload the correct paper version OR uploading the wrong paper will result in point deductions as described above. The faculty is NOT responsible for notifying the student the wrong paper was submitted. Verify every upload carefully. If faculty is unable to open a paper, it may receive late points as described. ALL papers must be submitted as MS-Word documents—no exceptions (do not send as Apple documents [e.g., “Pages”] pdf, or rtx). Papers sent in non-word documents will not be graded and resubmitted papers will be treated as late.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

For graduate courses, see http://catalog.uta.edu/academicregulations/grades/#graduatetext.

For student complaints, see http://www.uta.edu/deanofstudents/student-complaints/index.php.

Late Assignments / Assessments:
Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero. Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted. Make-up exams are not provided given the extended period for which exams are open.

Make-up Exams
Make-up exams will not be given except in cases where extenuating circumstances or university-excused absences are documented. University-excused absences must be presented to the instructor at least two-weeks prior to the exam date.

Test Reviews
Contact faculty for instructions.

Expectations of Out-of-Class Study
A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-10 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

CONHI – language
Drop Policy
Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor.

Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid
administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at http://www.uta.edu/fao/

The last day to drop a course is listed in the Academic Calendar available at http://www.uta.edu/uta/acadcal.php?session=20166.

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the last day to drop may, receive a grade of W. Students dropping a course must:
   (1) Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

Please refer to your program/course specific census dates

Disability Accommodations
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)  www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy
The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:
I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

**Plagiarism**

Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via http://library.uta.edu/plagiarism/index.html.

**Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

**The English Writing Center (411LIBR)**

The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.
The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. [http://library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

**Campus Carry**
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/)

**Electronic Communication**
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox regularly.** There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php). If you are unable to resolve your issue contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**Student Feedback Survey**
At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week**
For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Librarian to Contact for Public Health**
- Peace Williamson, 817-272-6208, [peace@uta.edu](mailto:peace@uta.edu)

**Helpful Direct Links to the UTA Libraries’ Resources**
- Research Information on Nursing, [http://libguides.uta.edu/nursing](http://libguides.uta.edu/nursing)
- Library Home Page, [http://library.uta.edu/](http://library.uta.edu/)
- Subject Guides, [http://libguides.uta.edu](http://libguides.uta.edu)
- Ask Us, [http://ask.uta.edu](http://ask.uta.edu)
- Database List, [http://libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)
Course Reserves, http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog, http://uta.summon.serialssolutions.com/#1/
E-Journals, http://pulse.uta.edu/vwebv/searchSubject
Connecting from Off-Campus, http://libguides.uta.edu/offcampus
Academic Plaza Consultation Services, http://library.ua.edu/academic-plaza
Study Room Reservations: http://openroom.uta.edu

In addition to providing the general library guide for nursing (http://libguides.uta.edu/nursing), we can put together course specific guides for your students. The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/pols2311fm.

Course Schedule
Assigned readings for classes are from the required texts and journal articles for this course. Required readings, along with lectures, additional learning activities and assignment descriptions will be listed within each learning module in separate folders, with complete instructions. Students are encouraged and expected to review additional texts, articles, and other resources as needed to achieve the course outcome of developing a health intervention that is designed to impact population level change.

Each instructional module is designed with designated file folders to be accessed in a sequential manner. All readings, videos and discussion board activities should be completed prior to starting module assignments.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Erin Carlson

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS and READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module One</td>
<td>Orientation to the Course</td>
<td>1) Post your introduction in the Canvas Discussion Board and include the information posted in Module 1 on Canvas.</td>
</tr>
<tr>
<td>Aug. 22-Sept. 3</td>
<td>Introduction of Faculty, Students and Canvas</td>
<td>2) Decide the population that you want to target with a health intervention, the health issue you want to address, and the intervention you would like to use. You will use this as the basis for the final project and each assignment leading to the final project this semester.</td>
</tr>
<tr>
<td></td>
<td>Introduction to Community Health Concepts and Tools</td>
<td>To complete assignment #2, email Dr. Carlson with the following information by September 3, 11:59 p.m.:</td>
</tr>
</tbody>
</table>
|                  | The variety of readings are intended to prepare you to decide on an intervention and population for the assignment in this module. | - Target population  
|                  | -Improving Health in the Community: A Role for Performance Monitoring              | - Target risk factor  
|                  | (Click on the link to access the book. Don’t pay for the book. Get a free NAP account so you can download the book for free.) | p. 77-81 and 87-106  
|                  | p. 77-81 and 87-106                                                              | -Healthy People 2020 sections on:  
|                  | -Healthy People 2020 sections on:                                                 |  
|                  | • Social Determinants of Health                                                    |  
|                  | https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health |  
|                  | • Leading Health Indicators                                                       |  
|                  |                                                                                   |
General introduction to indicators:
https://www.healthypeople.gov/2020/Leading-Health-Indicators
Examples of indicators in each category. Click on the plus sign in a topic area to learn about the indicators associated with it that area.
https://www.healthypeople.gov/2020/leading-health-indicators/LHI-Infographic-Gallery

-Community Preventive Services Task Force’s Community Guide
Read this flyer to learn about the Task Force and Community Guide:
https://www.thecommunityguide.org/sites/default/files/assets/CG_flyer.pdf
Read about or watch at least stories of successful interventions:
https://www.thecommunityguide.org/stories

-Familiarize yourself with the Community Health Improvement Navigator Database of interventions:
https://wwwn.cdc.gov/chidatabase
click on the link, check the categories which interest you in each area, and learn about interventions which have been successful!

-Video: Unnatural Causes: Is Inequality Making Us Sick?
http://www.pbs.org/unnaturalcauses/video.htm
(5 minutes)

Skill-building:
In the next module, you will be asked to write a literature review to provide evidence to support the need for your intervention and approach. If you have not written a lit review before, please start learning the basics using these resources. You will need to begin researching and writing as soon as the next module begins to meet the due date.

How to write a lit review:
https://writingcenter.unc.edu/tips-and-tools/literature-reviews/
https://libguides.uwf.edu/c.php?g=215199&p=1420828

Video: Literature Review Tutorial
https://www.youtube.com/watch?v=2IUZWXZ4OGl

- General idea of intervention (you don’t need to know details yet)
- Intervention setting

(The information you submit is based on the categories in the Community Health Improvement Database.)
## Social Determinants of Health

There are only a few short readings this week so you have time to focus on your literature review.

**What are the social determinants of health?**


**Socio-economic status, inequality and health**


https://www.huffingtonpost.com/2014/09/16/poverty-household-income_n_5828974.html

The New York Times (2015). *Income Inequality: It’s Also Bad for Your Health*

https://www.nytimes.com/2015/03/31/upshot/income-inequality-its-also-bad-for-your-health.html

Clip from *Unnatural Causes: Not Just a Paycheck- How Unemployment Affects Families*

https://www.youtube.com/watch?v=bNSrUA2_By0 (5 minutes)

**Skill-building:**

Review literature review examples before writing your lit review if you have not written a literature review before.

**Module 3**

September 17 – September 30

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**ON CAMPUS MEETING**

September 30 from 3:30 p.m. – 4:50 p.m. - Class Chat

**Briefing paper due Sept 30 by 11:59 p.m., submitted through Canvas.**

**Thought paper on Module 2 or Module 3 readings due Sept 30 by 3:30 p.m. via Canvas.**

### Race, Ethnicity and Health Disparities


http://rwj.harvard.edu/papers/Lauderdale.pdf

Video: *Unnatural Causes: When the Bough Breaks- How Racism Impacts Pregnancy Outcomes*

https://unnaturalcauses.org/video_clips_detail.php?res_id=70 (4 min)
Video: Unnatural Causes: When the Bough Breaks-Kim Anderson’s Story  
https://unnaturalcauses.org/video_clips_detail.php?res_id=210 (6 min)

Skillbuilding:  
Briefing Papers- What are they? What are some examples? How do I create one?

There are simple briefing papers to just inform the reader. There are also policy briefs which try to sway the reader to take a certain action. You may do either for this assignment. You also may follow either format provided in the examples as long as the paper does not exceed 2 pages.

How to write a health policy briefing paper:  
https://writingcenter.unc.edu/policy-briefs/


Examples of briefing papers:  

https://web.stanford.edu/class/siw198q/modelppr/amber2.htm

http://files.kff.org/attachment/Issue-The-Coverage-Gap-Uninsured-Poor-Adults-in-States-that-Do-Not-Expand-Medicaid

(more examples available on Canvas)

Module 4  
October 1 – October 14

ON CAMPUS MEETING  
Class meets on campus on October 14 from 2:00 p.m. to 4:50 p.m.  
Attendance mandatory

Theories of Change in Behavioral and Community Health

Please read the following condensed summaries of the key health behavior change models used in public health:

Boston University-  

NIH e-course chapter: Social and Behavioral Theories-  

Select a Theoretical Framework for your intervention. The selection framework, justification for its selection, and brief overview of how you it will guide your intervention are due via Canvas submission by October 14 at 2:00 p.m.
<table>
<thead>
<tr>
<th>GUEST SPEAKER: Dr. KYRAH BROWN</th>
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<tbody>
<tr>
<td>Following are other theoretical models (i.e. not behavior change models) which may be applied to a health intervention:</td>
</tr>
<tr>
<td>Examples of applying the ecological model to health interventions: <a href="https://www.cdc.gov/cancer/crccp/sem.htm">https://www.cdc.gov/cancer/crccp/sem.htm</a> <a href="https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html">https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html</a></td>
</tr>
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</table>

| Module 5 |
| Oct 15 – Oct 28 |
| ON CAMPUS MEETING |
| October 28 from 3:30 p.m. – 4:50 p.m. - Class Chat |
| Community Organizing and Building Capacity |
| - Book chapter posted on Canvas entitled, “Community Organizing/Building and Health Promotion Programming” |
| Only brief readings are assigned in this module so you can devote your time to creating a strong logic model. |
| Skill-building: Logic Models |
| What is a logic model? How do I use it? How do I create it? |
| CDC Division for Heart Disease and Stroke Prevention: [https://www.cdc.gov/dhdsp/docs/logic_model.pdf](https://www.cdc.gov/dhdsp/docs/logic_model.pdf) |
| Additional logic model resources and examples: [https://www.cdc.gov/eval/tools/logic_models/index.html](https://www.cdc.gov/eval/tools/logic_models/index.html) [https://ctb.ku.edu/en/4-developing-framework-or-model-change/examples/example3](https://ctb.ku.edu/en/4-developing-framework-or-model-change/examples/example3) [https://ctb.ku.edu/en/4-developing-framework-or-model-change/examples/example9](https://ctb.ku.edu/en/4-developing-framework-or-model-change/examples/example9) |
| Logic Model Due October 28 by 3:30 p.m. via Canvas. |
| Thought paper on Module 4 readings due October 28 by 3:30 p.m. via Canvas |

<p>| Module 6 |
| Oct 29-Nov 11 |
| Assessing Community Health Status using Secondary Data Sources |
| Evaluation indicators and data sources assignment due Nov 11 by 11:59 p.m. via Canvas |</p>
<table>
<thead>
<tr>
<th>Module 7</th>
<th>Sustainability of Community Health Interventions</th>
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<tr>
<td></td>
<td>CDC’s Healthy Communities Program Sustainable Planning Guide (p.24-42—though the entire guide serves as your resource to writing the required sustainability plan for your intervention) <a href="https://www.cdc.gov/ncedphp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf">https://www.cdc.gov/ncedphp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf</a></td>
</tr>
</tbody>
</table>

Class Chat will discuss data sources and evaluation plans, and answer questions about assignment or final project. Please come prepare with questions. No Thought Paper due.

Presentation of community intervention due November 25 in class, including PowerPoint, Google or Prezi slides and a hardcopy handout for the instructor. Classmates and instructor will grade your presentation. Grading criteria will be posted in Canvas.

**Final Project Submitted via Canvas by 11:59 on December 6. The elements to be included in the submission**
UTA College of Nursing and Health Innovation - Additional Information:

**Graduate Public Health Student Dress Code**
The College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the in-seat class and community settings. Please dress business casual for all course-related activities including, but not limited to in-seat sessions and community stakeholder interactions.

**Student Code of Ethics**
The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: [http://www.uta.edu/conhi/students/msn-resources/index.php](http://www.uta.edu/conhi/students/msn-resources/index.php)

**No Gift Policy**
In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is [http://www.uta.edu/conhi/students/scholarships/index.php](http://www.uta.edu/conhi/students/scholarships/index.php) would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct**
The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTA CONHI Graduate Student Handbook for more information.

*For this course Canvas communication tools and UTA MAV email will be used extensively and should be checked often.*

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. For non-emergencies, call 817-272-3381.