KINE 4354-001: Public Health Advocacy and Leadership
Spring 2020

Instructor Information

Instructor(s): Erin Carlson, DrPH
Teaching Assistant: Mercy Obasanya

Time and Place of Class Meetings:
Class meetings will be held on Wednesdays from 6:00PM to 8:50PM in Science Hall Room 331.

Office Number:
Mavericks Activity Center 116

Email Addresses:
erin.carlson@uta.edu
mercy.obasanya@mavs.uta.edu

For reasons of web security, faculty, staff, and students must use their official UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student’s personal email address will be deleted without a response.

Email is the preferred method for reaching your instructor. Please include KINE 4354 in the subject heading (e.g., KINE 4354: Class Assignment).

Maximum Timeframe for Responding to Student Communication:
Response to student emails can generally be expected within 48 hours. During the weekends or holiday breaks, response to student emails can generally be expected the next official business day.

Office Hours: By appointment

Please read this syllabus! Please become familiar with the information it contains! Please check the syllabus for answers to your course questions before emailing Dr. Carlson or Mercy. **Any student who emails the professor or Teaching Assistant with questions that are readily answered by reading the syllabus will lose one point off of their next assignment.**

Course Information

Pre and Co-requisite Courses:
Prerequisite: KINE 2350, KINE 3350, KINE 3351, KINE 3352, KINE 3353, MANA 4326, KINE 4352, KINE 4355, KINE 4357. Concurrent enrollment in KINE 4353 is required.
Description of Course Content:
Appraisal of leadership philosophies and actions that reflect and model effective strategies for protecting and promoting the public's health. The class will provide students with a diverse range of learning activities including assignments that include experiential learning activities. The course material has been selected to introduce students to key leadership and advocacy development topics in various ways in order to accommodate a diverse group of learners.

Student Learning Outcomes:
1. Students will demonstrate a knowledge of key terms and concepts related to public health advocacy and leadership.
2. Students will identify and evaluate personal and organizational competencies in public health advocacy and leadership.
3. Students will apply advocacy planning skills to create an advocacy action plan through an equity lens in a professional setting.
4. Students will identify and evaluate personal leadership strengths and weaknesses through completion of a personal leadership assessment.
5. Students will integrate, synthesize, and apply course information and knowledge through a cumulative written assignment.
6. Students will create a professional portfolio of advocacy and leadership-related assignments which may be used for professional development and/or personal career planning.

Required Textbooks and Other Course Materials:
All required readings will be available in Canvas. There is no required textbook for this course.

Descriptions of major assignments and examinations:
1. Class Attendance and Participation
   a) In-Class Attendance and Participation
      Attendance will be taken during each in-class meeting. For each of the on-campus class sessions, students can earn up to 5 points for timely attendance and participation. Completion of in-class case studies and other activities will also count towards participation points.
   b) Online Module Assignments
      Online modules will be assigned during the weeks we do not have class on-campus. Submission of completed online module assignments will count towards participation points. See the syllabus for the due date for each module.
   c) Professional Headshot
      Students should obtain a professional headshot (photo) for their LinkedIn Profile and BSPH E-Portfolio. Students should contact the Lockheed Martin Career Development Center to assist them with preparing for and/or obtaining a professional headshot. Due: April 1, 11:59pm, via Canvas.

2. Major Individual Assignments
The due dates for pre-assignments leading up to the major assignments are not listed, but can be reviewed in the course schedule below and in Canvas.
   a) Interprofessional Team Leadership Experience
      Students are required to attend one of three different team-based interprofessional activities and write a reflection paper about their experience. Instructions for the reflection paper will be posted in Canvas in the "Interprofessional Educational Experience" folder.

      Students choose one of the following three options for their interprofessional experience:
      A. February 14th, 8:30 am to 1:00pm, Dallas, 2900 Live Oak St, Wildfire Simulated Experience with Texas Tech Health Science Center students
      B. March 24th, 9:00 to 12:30 or 1:30 to 5:00 p.m., UTA MAC, Poverty Simulation
      Reflection paper due April 15, by 6:00 p.m.
b) **Professional Interview Summary**

The purpose of this assignment is for students to engage in conversations with public health leaders and/or advocacy leaders in the field of public health to gain greater insight into career pathways. Students will demonstrate professional communication skills by arranging a meeting, conversing with professionals, and writing appropriate follow-up correspondence. You may not interview Drs. Carlson or Garner. Full instructions will be posted in Canvas. **Due Date: March 18, 6:00 p.m. via Canvas**

- Pre-Assignment: Submit Confirmed Interviewee- Please submit the name, date, time, and place of your interview via Canvas by February 26, 11:59PM

c) **PEST-SWOT Analysis Summary**

A PEST-SWOT analysis is a technique used to understand strengths and weaknesses as well as identify potential opportunities and threats that may be encountered. For this assignment, students will conduct a PEST-SWOT analysis about some aspect of their groups selected topic. Each student will do an individual SWOT analysis, then will review group members to provide input. Using input from all group members, a final PEST-SWOT will be created and included in the final Advocacy Plan. Full instructions will be available in Canvas. **Due Date for individual PEST-SWOT: April 1, 6:00 p.m., via Canvas**

d) **Project Budget**

Each student will create a budget, using the template posted in Canvas, for their group’s advocacy project. Each student will create and submit a budget individually, then group members will review each others’ budgets to gain each group member’s ideas before creating a final project budget to be submitted with the final Advocacy Plan. **Due date for individual project budget: April 15, 6:00 p.m.**

e) **CE Poster Presentation: Leadership Competencies**

Students enrolled in KINE 4353 Cumulative Experience are scheduled to present posters based on their cumulative experience internship. As outlined in Dr. Green’s poster requirements, these students should include a brief overview of the leadership and/or advocacy competencies gained from their experience. Students presenting posters will be evaluated by the instructor and/or teaching assistant about the extent to which the competencies gained meet the criteria in the rubric on Canvas. Students who are not enrolled in KINE 4353 are required to attend and provide a written reflective summary of at least five of their peer’s posters. Total: 10 Points. **Due Date: April 29 for poster presentation, May 6 for those writing reflective summary.**

f) **Public Health Week event attendance**

Extra credit may be awarded for attendance of selected UTA National Public Health Week (NPHW) activities. The instructor will inform you the week prior to NPHW of which activities will offer extra credit opportunities.

3. **Group Assignments**

a) **Team Contract**

At the beginning of the semester, students groups of three will work together to generate a team contract to establish group expectations, identify the quality of work the team wishes to achieve, conflict resolution strategies, and the level of responsibility and accountability each individual will contribute. Each team member will sign the contract and keep a copy for herself/himself. **Due Date: February 12, 11:59 p.m. via Canvas**

b) **Team Evaluations**

Students will complete a team evaluation two times during the semester. The first team evaluation form will require students to evaluate their own performance and the performance of their teammates. The first evaluation is intended to provide insight into team functioning, identify team strengths, and identify areas of improvement that can be addressed. The second team
evaluation form will cover the same content as the first form, but will also be used to help
determine team member grades. More information will be posted in Canvas. **Due Dates:** March 4,
11:59 p.m., and May 8, by 11:59p.m.

c) **Advocacy Action Plan**
Student teams will develop a written advocacy action plan that describes a key advocacy issue
and an advocacy initiative or campaign to address the issue. This assignment also requires
students to write a policy brief, conduct a PEST-SWOT analysis, develop a logic model, budget,
and call-to-action for the audience. The final advocacy action plan is worth 80 points. Prior to the
submission of the final written advocacy action plan, student groups will submit four pre-
assignments (worth 20 points) over the course of the semester.
Full instructions is posted in Canvas. Total: 100 Points.

**Final Advocacy Plan due May 8, 11:59 p.m.—submit one per group**
- Identify an Advocacy Issue—the topic on which your Advocacy Plan will be based
- Submit to Canvas by 11:59 p.m. February 12
  - Pre-assignment Part I-Policy Brief: March 4, 11:59PM
  - Pre-assignment Part III-Logic Model: March 25, 11:59PM
- **PEST-SWOT, due April 15, 6:00 PM,** is also part of the group project. However, this
  assignment is submitted individually. Then, using the individually created
  assignments, the group will create a final for its project.
- **The budget, due March 18th, 6:00 PM,** is like the PEST-SWOT in that it is submitted
  individually. Then, the group will review all group members’ budgets to determine a
  final budget for the final project.

d) **Ignite Presentation**
Ignite is a presentation format wherein the presenter uses 20 presentation slides (with the slides
advancing every 15 seconds. Students will prepare an adapted Ignite presentation for their
advocacy action plan. For this class, students will prepare 20 presentation slides that advance
every 25 seconds. The total presentation should take no longer than eight minutes. More
information about preparing for the Ignite presentation is posted in Canvas.

**Date of Presentations: May 6**
- Pre-assignment- Due date to submit presentation outline and script: April 8, 11:59PM
- Pre-assignment- Due Date to submit slides: May 4, 11:59 pm

**Grading Information**

**Grading:**
Students are expected to keep track of their performance throughout the semester which Canvas
facilitates, and seek guidance from available sources (including the instructor) if their performance drops
below satisfactory levels; see “Student Support Services,” below. Final grades will **not** be rounded up to
the nearest tenth.

**Grades:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>below 60</td>
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# Assignment Weight and Schedule

<table>
<thead>
<tr>
<th>Required Components for Course Credit</th>
<th>Weight / Percentage Value Within the Course</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Attendance and Participation (In-Class Attendance, Individual pre-assignments for Advocacy Plan, In-class case studies and activities, online module assignments, professional headshot)</td>
<td>15%</td>
<td>Throughout semester</td>
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<tr>
<td></td>
<td></td>
<td>Online Modules due: March 4, March 8</td>
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<tr>
<td>Team Contract and Team Evaluations</td>
<td>5%</td>
<td>February 12 - Team Contract, March 4 - Mid-Course Evaluation, May 8 - Final Evaluation</td>
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<tr>
<td>Professional Interview</td>
<td>10%</td>
<td>March 18</td>
</tr>
<tr>
<td>CE Poster Presentation</td>
<td>5%</td>
<td>April 29</td>
</tr>
<tr>
<td>Ignite Presentation</td>
<td>20%</td>
<td>May 6 - Submit Presentation outline and script, April 8 - Submit Slides</td>
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<tr>
<td>Advocacy Plan</td>
<td>25%</td>
<td>March 4 Policy Brief, May 8</td>
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<tr>
<td>Interprofessional Education Activity (Disaster Simulation, Poverty Simulation or Domestic Violence Simulation) and Reflection Paper</td>
<td>20% (10% for completing activity, 10% for reflection paper)</td>
<td>Reflection paper due two weeks after the selected event.</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**Late Assignments / Assessments / Tests**
Late assignments WILL be accepted in Canvas. However, each day the assignment is late, there will be an 11% grade reduction. The lowest possible grade that you can receive for a late assignment is a zero depending on when you decided to submit it.

**Canvas Required**
Only assignments submitted through Canvas will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback nor graded. They will be assigned a grade of zero. No exceptions will be made.

**Expectations for Out-of-Class Study:**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**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 undergraduate courses, see Undergraduate Grading Policies. For student complaints, see Student Complaints.

**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.

SafeAssign is an electronic system which helps to identify plagiarized assignments. All student assignments are subject to being submitted to SafeAssign at any time to evaluate for plagiarism. Plagiarism may also be determined by reviewing references directly and does not require use of SafeAssign.

KINE 4354 students who commit plagiarism will receive a zero on the assignment (including group assignments) and will be referred to the Office of Student Conduct. For group assignments, it is the entire group’s responsibility to ensure plagiarism has not occurred. Plagiarism by one group member counts as plagiarism by all group members.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Jan 29</th>
<th>Wednesday, January 29</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to Leadership in Public Health</td>
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<tr>
<td></td>
<td>Lessons from: Kousez and Posner; “CPO Steve”</td>
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<td></td>
<td>Song: “Juice” (Lizzo)</td>
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<td></td>
<td>• Welcome/Introductions</td>
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<td></td>
<td>• Review syllabus and major assignments</td>
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<td></td>
<td>Learning Objectives:</td>
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<tr>
<td></td>
<td>• What are the five characteristics of leadership?</td>
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<td>• What are the 10 commitments of a leader?</td>
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<td>• What are key elements to start building an organizational culture?</td>
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<td>• How do mission and vision statements differ?</td>
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<td>In-class activities:</td>
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<td>• Vote for values for the UTA Public Health program</td>
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<td>• Write a mission and vision for the BSPH Program of UTA Public Health</td>
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<td>• Select Groups and plan to write team contract and decide on advocacy topic</td>
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<tr>
<th>Feb 5</th>
<th>February 5</th>
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<tr>
<td></td>
<td>Leadership in Public Health; Leaders and Managers</td>
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<td>Lessons from: President Obama</td>
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<td>Song: “Roar” (Katy Perry)</td>
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<td>Video: “The Ron Clark Academy Health Reform Song”</td>
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<td></td>
<td>Learning Objectives:</td>
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<tr>
<td></td>
<td>• What are the skills needed by a public health leader?</td>
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</table>
What are the challenges commonly faced by public health leaders?
What elements do public health leaders oversee and lead?
What is the role of advocacy and leadership in the functions of public health?
How are leaders and managers different? How are they similar?
What are the traits of leaders?
What are the traits of managers?

Class Activities
Team Building and Team Contract
Watch clips from “Obama’s Deal”

Readings:
"How They Did It" (Cohn, 2010)
https://newrepublic.com/article/75077/how-they-did-it

Fostering Public Health Leadership (Koh and Jacobson, 2009)
https://academic.oup.com/jpubhealth/article/31/2/199/1540854

Educating Future Public Health Leaders (Koh, 2015)

Public Health Leadership and Management in the Era of Public Health 3.0 (Fraser et al., 2017)
https://journals.lww.com/jphmp/Fulltext/2017/01000/Public_Health_Leadership_and_Management_in_the_Era.13.aspx

Feb 12

Wednesday, February 12
Crisis Leadership

Lessons from: Dallas County Epis and Dallas Hospital Emergency Managers

Songs: “End of the World As We Know It” (REM); “Ebola in Town” (D-12, 2 Kings)

Video: “Ebola Virus Outbreak 2014: CDC Announces First Case”

Discussion of crisis leadership will occur in the context of the 2014 Dallas Ebola crisis

Learning Objectives:
• Why is crisis leadership important in public health?
• What are some common public health scenarios where crisis leadership is necessary?
• What personnel and positions are likely needed in a public health emergency?
• What other professional fields do public health professionals often work with during a public health crisis?
• What role does the media play during a public health crisis?

Class Activities
Case Study: H1N1 Outbreak
Case Study: Surviving the Surge-New York City Hospitals Respond to Superstorm Sandy

Readings:

Signed Team Contract
Submit to Canvas by Feb 12, 11:59PM CST

Action Plan: Identify an advocacy issue and submit to Canvas; Feb 12, 11:59pm
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>Feb 26</td>
<td><strong>Wednesday, February 26—ONLINE</strong></td>
<td><strong>NO ON-CAMPUS CLASS MEETING</strong>&lt;br&gt;Class Lecture (Recorded in Canvas)&lt;br&gt;o What is advocacy?&lt;br&gt;o Advocacy principles&lt;br&gt;o Advocacy at multiple levels&lt;br&gt;o Grassroots vs. Grasstops advocacy&lt;br&gt;o Community engagement and advocacy</td>
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<td><strong>Pre-Assignment for Professional Interview</strong>&lt;br&gt;due by 11:59 p.m.</td>
<td><strong>Online assignments from February 26 module due Wednesday, Mar 4, by 6:00 p.m.</strong></td>
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<td><strong>Mid-Course Team Member Evaluation</strong>&lt;br&gt;Due March 4 by 11:59 pm via Canvas</td>
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<td>Mar 4</td>
<td><strong>Wednesday, March 4—ONLINE</strong></td>
<td><strong>NO ON-CAMPUS CLASS MEETING</strong>&lt;br&gt;In lieu of on-campus class,&lt;br&gt;Watch three of the TED talks listed. Summarize each of the three. Then, discuss which one you most aspire to model in your own leadership style. <a href="https://www.inc.com/marcel-schwantes/first-90-days-ted-talks-to-help-you-become-a-better-leader.html">https://www.inc.com/marcel-schwantes/first-90-days-ted-talks-to-help-you-become-a-better-leader.html</a></td>
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<tr>
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<td><strong>Policy Brief</strong>&lt;br&gt;Due March 4 by 11:59 pm via Canvas</td>
<td><strong>Online assignment from March 4 module due Sunday, March 8, by 11:59 p.m.</strong></td>
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<td>Mar 11</td>
<td><strong>SPRING BREAK NO CLASS</strong></td>
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<td>Mar 18</td>
<td><strong>Wednesday, March 18</strong></td>
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<td><strong>Resilience in Leadership—“Crucible Moments”</strong></td>
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<td>Lessons from: Elie Weisel and Prime Minister Shinzo Abe</td>
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<td><strong>Song: “Good as Hell” (Lizzo)</strong></td>
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<td><strong>Learning Objectives:</strong></td>
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<tr>
<td></td>
<td>o What is “resilience”?</td>
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<td></td>
<td>o Why is resilience important to leadership?</td>
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<td>o What roles do respect and humanity play in resilience leadership?</td>
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<td>Skills building:</td>
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<tr>
<td></td>
<td>o What is a SWOT analysis?</td>
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<td></td>
<td>o What is PEST analysis?</td>
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<tr>
<td></td>
<td>o In what situations may PEST or SWOT analyses be helpful?</td>
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<td></td>
<td>o How are PEST and SWOT analysis helpful?</td>
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<td><strong>Class Activities</strong></td>
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<td></td>
<td>o Self-reflection on resilience</td>
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<td></td>
<td>o PEST-SWOT analysis</td>
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<tr>
<th>Mar 25</th>
<th><strong>March 25</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>No class on campus</strong></td>
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<td>Catch up! Use this time to work with group members on the Logic Model or other aspects of the Advocacy Plan</td>
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<tr>
<th>Apr 1</th>
<th><strong>Wednesday, April 1</strong></th>
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<tr>
<td></td>
<td><strong>Advocacy</strong></td>
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<td></td>
<td>Lessons from: Georgia State Rep. Stacy Abrams and Harris County Health Department’s Dr. Umair Shah</td>
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<tr>
<td></td>
<td><strong>Learning Objectives</strong></td>
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<tr>
<td></td>
<td>o What is the role of advocacy in public health</td>
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<td>o What is the relationship between leadership and advocacy?</td>
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<td>o What is an advocacy action plan?</td>
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<td>o What are the components of an advocacy action plan?</td>
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<td>o Overview of Ignite presentations</td>
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<td>o What is a logic model and how should it be used in advocacy?</td>
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<tr>
<td></td>
<td>o What is the importance of a budget in advocacy?</td>
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**Professional Interview**
Due by 6:00 p.m. via Canvas

**Logic Model Due**
March 25
11:59 p.m. via Canvas

**PEST-SWOT**
due via Canvas April 1 by 6:00 p.m.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</table>
| Apr 8 | **NO CLASS APRIL 8**  
Use this time to meet with your groups and work on the presentation script. |
| Apr 15 | **Wednesday, April 15**  
**Change Leadership**  
**Lessons from: Kotter**  
**Song: Welcome Back**  
- **Class Lecture**  
  - Who major changes are occurring within the public health system and workforce? How have governing agencies shaped this?  
  - What leadership and advocacy competencies are needed?  
  - What future challenges and needs are anticipated?  
  - How does a syndemics framework shape public health leadership and advocacy?  
  - What are some of the transformations occurring in health care requiring change leadership?  
- **Class Activities**  
  Case study: Change leadership to transform health care  
  **Readings:**  
  (Freudenberg et al., 2006) Fiscal Leadership in Public Health: “The Impact of New York City’s 1975 Fiscal Crisis on the HIV, TB, and Homocide Syndemic”  
| Apr 15 | **Interprofessional Education Team Experience Reflection Paper due April 15 at 6:00 p.m. via Canvas**  
**Individual Project Budgets due via Canvas due April 15 by 6:00pm** |
| Apr 22 | **NO CLASS APRIL 22**  
Use this time to meet with your groups and work on the presentation. |
| Apr 29 | **April 29**  
**CE Poster Presentations** |
| May 6 | **May 6**  
**Group Ignite Presentations** |
| May 6 | **May 4**  
submit slides for presentation by 11:59 p.m.  
**May 6- give Ignite presentations** |
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. –Dr. Erin Carlso

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. 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 will take attendance for in-class meetings. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures:
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located immediately to the left (east) of the classroom. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Evacuation plans may be
Student Success Programs:
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 by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

Student Success Faculty:
In order to assist BSPH undergraduate students who are at academic risk or who need academic support, there are multiple resources at UTA available to you. The goal of the success faculty member is to support student achievement so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

Professor Tyler Garner is available as a success faculty member to assist with locating university resources that may be of benefit to you. These may include information related to development of study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance. Course content challenges may also be addressed, with referral to additional resources as indicated. Professor Garner can be reached via email: tgarner@uta.edu.

The IDEAS Center ([https://www.uta.edu/ideas/](https://www.uta.edu/ideas/)) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR):
The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center ([https://uta.mywconline.com](https://uta.mywconline.com)). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza ([http://library.uta.edu/academic-plaza](http://library.uta.edu/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.

Librarian to Contact:
Librarian to Contact: Peace Williamson, 817-272-6208, peace@uta.edu  Public Health Guide

Research or General Library Help
Ask for Help
- Academic Plaza Consultation Services ([library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza))
- Ask Us ([ask.uta.edu/](http://ask.uta.edu/))
- Research Coaches ([http://libguides.uta.edu/researchcoach](http://libguides.uta.edu/researchcoach))

Resources
- Library Tutorials ([library.uta.edu/how-to](http://library.uta.edu/how-to))
- Subject and Course Research Guides ([libguides.uta.edu](http://libguides.uta.edu))
- Librarians by Subject ([library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians))
- A to Z List of Library Databases ([libguides.uta.edu/az.php](http://libguides.uta.edu/az.php))
- Course Reserves ([https://uta.summon.serialssolutions.com/#/course_reserves](https://uta.summon.serialssolutions.com/#/course_reserves))
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. Non-emergency number 817-272-3381

BSPH Information

BSPH Program Expectations:
1. GPA of 2.5: Students must maintain a GPA of 2.5. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
   • your course professor
   • UTA Student Success Coordinators
   • Your advisor
   • Your retention specialist
2. Successful graduation requires both completion of your courses and timely completion of all of the requirements in your Pathway to Graduation.

BSPH UTA Program Outcomes:
The BSPH educational objectives incorporate essential components and cross-cutting areas of public health that are in alignment with ASPPH undergraduate degree program recommendations, undergraduate student competencies identified by CEPH, and core workforce competencies for public health professionals as identified by The Council on Linkages Between Academia and Public Health Practice. The integrity of these principles, supported by alignment with these organizations and incorporation of interdisciplinary program components that provide further opportunities for all students, build a strong case for implementation of the BSPH degree at UTA.

Upon successful completion of the BSPH required coursework and program components, graduates will exhibit knowledge, skills and abilities in the following overarching domains:

1. Health and the Human Condition
   Discuss and provide examples of the underlying science of human health and disease as those are impacted by socioeconomic, behavioral, biological, environmental, and other factors that influence human health.

2. Population Health
   Identify and summarize concepts of population health, along with the basic processes, approaches and interventions that identify and address major health-related needs and concerns of populations.

3. Public Health Concepts, Values and Functions
   Explain and discuss the history, philosophy and contemporary issues of public health as those apply to core values, concepts and functions of public health in both urban and global societies.

4. Policy Development and Planning
   Apply gathered information for the purposes of identification of current trends affecting the health of a community and inform options for policies, programs and services. The student will be able to discuss and explain assessments of community health status, along with the factors that influence health in a community.

5. Public Health Informatics
   Explain and apply ethical principles that apply to the use of information technology as those pertain to accessing, collecting, analyzing, using, maintaining, and disseminating data and information.

6. Public Health Communication
Identify the literacy of populations and communicate information through appropriate, culturally competent methods. Includes the ability to integrate basic concepts of public health-specific communication into technical and professional writing, as well as the use of mass media and electronic technology.

7. Community Dimensions and Cultural Diversity
   a. Describe and integrate factors of community-based public health affecting the health of a community, including fundamental concepts and features of project implementation such as planning, assessment and evaluation.
   b. Describe the integration of, along with appreciation for, diversity of individuals and populations in a community, including how diversity may influence policies, programs, services, and the health of a community. Includes the ability to describe and discuss the importance for a diverse public health workforce.

8. Advocacy and Leadership
   a. Demonstrate leadership actions and behaviors that reflect and model effective strategies for protecting and promoting the public’s health as part of a larger inter-related system of organizations that influence the health of populations at all levels of society.
   b. Demonstrate the ability to incorporate ethical standards of practice and decision making into all interactions with individuals, organizations, and communities. Further, the student will be able to describe and explain strategies for public health, health care, and other organizations to work together or individually to impact the health of a community.
   c. Synthesize and explain the importance for integration of an individual work ethic that includes professionalism, commitment to lifelong learning, and contributes to development of a vision for a healthy community.

   a. Describe the structures, functions, and authorizations of governmental public health programs and organizations, including components such as public health funding mechanisms, financial analysis methods, and value of incorporation of heterogeneous teams in order to achieve program and organizational goals.
   b. Apply basic concepts of evaluation results to improve program and organizational performance. Includes the ability to explain program performance standards and measures.

10. Experiential Learning and Field Experiences
    Integrate, synthesize and apply knowledge through engagement and participation in supervised field-experiences provided throughout the degree program. Includes development of the capacity to engage in a cumulative, integrative, applied experience or inquiry project that serves as a capstone to the education experience.

**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.