**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**Department of Kinesiology**

# KINE 2350-001 Public Health: Principles and Populations

# Course Syllabus – Accelerated Online Fall 2018

## Instructor

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## Office Hours

By appointment

## Maximum Timeframe for Responding to Student Communication

## Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame. Response to student assignments may be expected within 72 hours.

## Section Information

## KINE 2350, Section 001

## Time and Place of Class Meetings

All course activities and content will be 100% online.

## Course Prerequisites

There are no prerequisites for this course.

## Description of Course Content

## Course material will provide students with information designed to assist in developing an awareness of what Public Health is and why it is important. The landscape of Public health encompasses a broad scope that includes critical issues that are both complicated and interconnected. The class will provide students with an overview of relevant public health issues, including current topics and review of timely, real-world case studies. The course material has been selected to introduce students to public health in multiple ways, including opportunities for experiential or service learning and/or volunteerism in community settings. The course places strong emphasis on student development of a “systems thinking” approach to public health, including multi-factorial investigations of population health scenarios through evidence-based perspectives.

## Student Learning Outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Core Course Objective(s)** | **Principle Assignment(s)** | **Type** | |
|  |  |  | **Team** | **Individual** |
| 1. Students will describe basic public health concepts and information. | Critical Thinking  Empirical and Quantitative Skills  Social Responsibility | Signature Assignment, Parts I-II  Signature Assignments, Parts II  Signature Assignments, Parts I, II | x  x | x  x |
| 1. Appraise and discuss public health issues and ﻿﻿﻿﻿topics related﻿﻿﻿﻿ to social determinants of health and how those impact vulnerable populations. . | Critical Thinking | Signature Assignments, Parts I, II  Mid-term and final exam/final reflection  Module quizzes and partner/team-based learning exercises | x | x  x |
| 1. Students will integrate critical thinking and communication ﻿﻿skills in the creation of oral and written communications. Includes addressment of the following:  * Write and present clearly, concisely, with appropriate academic organization and style. * Demonstrate synthesis of knowledge and innovation related to a particular health issue | Critical Thinking  Empirical and Quantitative Skills  Communication | Signature Assignment, Parts I-II  Signature Assignment, Part II  Signature Assignment, Parts I-II | x  x | x  x |
| 1. Students will apply systems-thinking perspectives for investigation and expression of viewpoints, attitudes and opinions. Includes addressment of the following:  * Identify and express values and beliefs as those pertain to public health topics including health disparities, biomedical ethics and community outreach experiences * Address various aspects of, and differences between, social justice and market justice. * Create a written communication reflection summarizing their experiences and how those relate to future careers and citizenry. * Participate in a community-based experiential learning assignment that requires synthesis of quantitative data | Social Responsibility  Critical Thinking  Communication  Critical Thinking  Communication, Critical Thinking, Social Responsibility  Communication, Empirical and Quantitative Skills | Signature Assignment, Parts I-II  Ethics partner learning activity  Signature Assignment, Parts I-II, V  Signature Assignment, Parts I-II  Module Quizzes, Signature Assignment Part V  Signature Assignment Part V  Signature Assignments Parts IV- V | x  x | x  x  x |
| In addition to the course student learning outcomes, additional learning outcomes based on Core Curriculum Outcomes include the following: | | | | |
| 1. Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. |  | Signature Assignments I, III, V | | |
| 1. Communication Skills include effective development, interpretation and expression of ideas through written, oral and visual communication. |  | Signature Assignments I, II,III | | |
| 1. Empirical and Quantitative Skills include manipulation and analysis of numerical data or observable facts resulting in informed conclusions. |  | Signature Assignments I, III, IV, V | | |
| 1. Teamwork Skills include ability to consider different points of view and to work effectively with others to support a shared purpose or goal. |  | Signature Assignments I, II | | |
| 1. Social Responsibility Skills include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. |  | Signature Assignment V | | |

## Upon completion of the course, the student will have gained essential knowledge about major topics related to Public Health. Signature assignments will provide students opportunities to gain knowledge related to social determinants of health and how those affect vulnerable populations, close to home, nationally and globally. Through readings, class discussions, reflection and experiential learning opportunities outside the classroom, students will gain the skills for thinking critically and strategically about relevant public health issues. The skills and knowledge gained in the course will contribute to the student’s acquisition of systems-thinking perspectives, with learning activities designed to provide avenues for investigation and expression of diverse viewpoints, attitudes and opinions.

## Required Textbooks and Other Course Materials

1. Required Textbook: Schneider, M. J. (2017). Introduction to Public Health, Fifth Ed., Jones & Bartlett.

ISBN-13: 9781284089233

1. *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/>
2. Other readings as assigned. These additional readings will be posted in Blackboard, or will be available on-line.

## Descriptions of signature assignment and criteria for successful course completion

**Requirements:**

To successfully complete this course, students must complete each of the following requirements. Criteria for each are posted on Blackboard.

1. Participate in course discussion and other learning activities and assignments both in and outside of the classroom.
2. Signature assignment team- and partner-based project components: work with a partner or team to review and synthesize public health research associated with a current health issue or topic. Submit required written and oral communication deliverables including development of an annotated bibliography assignment, partner/team oral presentation and windshield report/experience trip assignment.
3. Complete a reflective self-assessment as part of the overall learning experience.

**Reflection Papers:**

“Reflection turns experience into insight.” John Maxwell

As we discuss critical and debatable issues related to public health ethics and vulnerable population issues and disparities, you will have opportunities to reflect on your own. For example, in one assignment you might identify and describe barriers that individuals have experienced in certain situations, or you might describe issues faced by people in your community. Reflection provides a pathway to becoming a more aware and astute professional, as well as contributes to development of self-actualization. As we discuss, reflect, and gain insights into issues and disparities, we begin to realize perspectives and attitudes that fuel the biases and prejudices that may have directly impacted the evolvement or progression of those types of discriminating societal behaviors and actions. The reflection exercises will help you to associate in-class material and learning activities with experiences in everyday life that could be perceived and experienced differently by each of us. These exercises should generate critical thinking, provoke introspection, and help you to integrate theory, practice, research, and the social and biological determinants of health into your daily thinking and action motif.

**Due dates:** **Reflection assignments are connected with the signature assignments. Due dates will be posted within each module.**

**Description of Signature Assignment to Address Core Outcomes:**

This semester project has two components which require you to work with a team in order to research and summarize evidence-based information, creating a summary of facts including data compilation andrecommended course of action related to your health topic. The intent is to inform andhighlight one particular topic, such as area of a health disparity, or other issue pertaining to population health, along with how that issue is affected by social determinants of health. The project components are listed below, with detailed assignment criteria:

***Signature Assignment I: Health Issue Annotated Bibliography***

The annotated bibliography assignment requires you to work with a team in order to research and summarize evidence-based information, creating a summary or overview of the topic so that, as a team, you can make an evidence-based recommended course of action related to your health topic. The intent is to inform and highlight one particular topic, such as area of a health disparity, or other issue pertaining to population health. You will need to include how social determinants of health affect this issue and include your proposals for solution. This assignment requires that you apply your intellectual skills: concise description of the material as it relates to your health issue, succinct analysis, and informed library research. (Core Objectives: Critical Thinking, Communication, Empirical and Quantitative, and Teamwork Skills.)

**Due date: Annotated Bibliography is due Sunday of Module Two by 11:59 p.m. CST**

**Method of Assessment: Annotated Bibliography Rubric adapted from UTEP Annotated Bibliography Grading Rubric**

**Assignment Criteria**

Signature Assignment Part I: Health Issue Annotated Bibliography/Proposed Solutions **(Individual Submission via upload to assignment portal)**

An annotated bibliography requires you to find a source of evidence-based information (journal article, book or public health document) and write a brief descriptive and evaluative paragraph (annotation). Upon identification of your team health issue or topic, each team member will be responsible for development of three annotations. This assignment works much like a puzzle in that your team gathers the puzzle pieces and then, through group communication, you think about how those pieces fit together to reveal the whole picture, or in this case, how an evaluation of the information and your own opinions frame an evidence-based recommended course of action related to your health topic. As you develop your proposed course of action (solutions) you will need to include how social determinants of health affect this issue and include your proposals for solution.

In public health, the questions asked often include the following aspects:

* WHAT is the health issue or topic? (i.e., condition or disease or issue)
* WHY is it important?
* WHO does the health issue affect? People/population/problem (What are the characteristics of the population?
* Comparisons (What is the alternative to the intervention?  How is this health issue addressed?  What measures are in place to PREVENT worsening of the health issue?)
* Outcomes (What are the relevant outcomes of this health issue? i.e., morbidity, death, complications)
* HOW will your proposed solution make a difference?

**Assignment Instructions**

1. **Assessing Sources**

Begin the process of gathering your sources by first searching for your topic in Google Scholar or using databases available through the UTA Libraries such as PubMed.   Locate and record citations to articles, books and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items, selecting your final sources. Then read the article and summarize the author's main points. Be sure you pay special attention to how this particular source fits into the larger, ongoing public health conversation about the topic.  Conduct a brief search on the author to determine his/her expertise, reputation, and credibility.  Look at citations, articles, and books by this author to find information about who the author is, what his/her credentials are, and what occupation or position he/she holds. Similar to your author search, examine the publication or source to determine the publication's reputation, credibility and target reader/researcher.  Is the text specialized or general?  Is the target audience clinicians (i.e., physicians, research scientists) or another audience such as public health professionals, university students or persons in the community? (Core Objectives: Critical Thinking, Communication, Empirical and Quantitative, and Teamwork Skills.)

1. **Develop Three Written Annotations**

Now that you have reviewed your sources, choosing three that are relevant to your health issue or topic, you will individually write three annotations that are between 150-200 words, summarizing the central theme and scope of the article. The annotation must be written in APA style. A sample annotated bibliography is shown below.

**SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE**

**The following example uses APA style (*Publication Manual of the American Psychological Association*, 6th edition, 2010)** for the journal citation:

**Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review,* *51*, 541-554.**  
  
The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

1. **Submit the Assignment**

When your annotations are complete (and you have proofread for errors and checked your plagiarism index!), post the annotations to **the assignment portal**.

**Due date:  Sunday of Module Two by 11:59 p.m. CST. Submit via Blackboard.**

**Assessment Rubric for Annotated Bibliography**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **Proficient**  **25** | **Competent**  **20** | **Novice**  **15** | **Emerging**  **12** | **Unacceptable**  **5-10** |
| **Quality /Reliability of Sources**  **25 pts.** | All sources cited can be considered reliable and/or trustworthy. | All sources cited can be considered reliable and/or trustworthy. | All sources cited can be considered reliable and/or trustworthy. | All but one source cited can be considered reliable and/or trustworthy. | Two or more sources are either not reliable or trustworthy sources. |
| **Writing fluency**  **25 pts.** | All annotations are thoughtful, complete, and well written. | Most annotations are thoughtful, complete, and well written. | Some annotations are well written but some are lacking in completeness, thought, and /or writing quality. | Most annotations are lacking in completeness, thought, and/or writing quality. Frequent use of first person tense. | All annotations are lacking in completeness, thought, and/or writing quality.  Frequent use of first person tense. |
| **Grammar and spelling**  **25 pts.** | No grammatical or spelling errors. | One grammatical or spelling error. | Two grammatical or spelling errors. | Three grammatical or spelling errors. | More than three grammatical or spelling errors. |
| **APA and**  **Documentation**  **25 pts.** | Citations are formatted correctly in the document. | Citations are formatted correctly in the document. | Citations may contain one error in the document. | Citations contain two formatting errors in the document. | Citations contain more than two formatting errors in the document. |

(Rubric adapted from UTEP Annotated Bibliography Grading Rubric. Accessed 1.13.18)

***Signature Assignment II:* Annotated Bibliography Shared with Partner on Discussion Board (Individual Submission by partners/team members in group Discussion Board)**

The team annotated bibliography discussion board post requires you to upload your annotated bibliographies into a Discussion Board and then work with your partner/team in order to select the most important concepts, organize those and present an oral and visual overview of the topic to your classmates. This assignment requires you to post your annotated bibliographies, read your group member’s posts and then comment on at least two.

You will then communicate with your partner/team to discuss your findings and decide on a strategy to prepare for your presentation organization. (Core Objectives: Critical Thinking, Communication, Empirical and Quantitative, Social Responsibility and Teamwork Skills.)

**Due date: Initial post due Wednesday of Module Three and comments to peers due by Saturday of Module Three by 11:59 p.m. CST. Submit via Blackboard.**

***Signature Assignment III: In-Class Oral Presentation (Team Submission)***

According to the Association of American Colleges and Universities, an oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs or behaviors.

Source:  AAC&U oral communication VALUE rubric.  Accessed Sept. 10, 2017 at <http://secure.aacu.org/iMIS/Shared_Content/ePubs/E-VRORAL.aspx>

The in-class oral presentation project component requires you to work with your partner/team to discuss, synthesize and summarize the information you presented in the annotated bibliography, providing a learning opportunity for team members to consider different points of view and to work effectively with others to create an oral and visual overview of the topic, along with a proposal for solutions.  You may do this via Power Point, Prezi or through other visual media that can be uploaded to Black Board and viewed by your instructor.

The screen recorded oral presentation project component requires you to work with your partner/team in order to select the most important concepts from the information you presented in the annotated bibliography and present an oral and visual overview of the topic to your classmates. The screen-recorded oral presentation is a prepared, purposeful visual (and oral) presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs or behaviors (AAC&U, 2009.) Your partner/team will summarize the evidence-based information identified in the annotated bibliography, conduct additional research and summarize numerical data or observable facts to include in your presentation. The oral presentation will include a recommended course of action related to your health topic. (Core Objectives: Critical Thinking, Communication, Empirical and Quantitative, Social Responsibility and Teamwork Skills.)

A template is provided for you below. Whether your team chooses to do a Power Point, Prezi or use other visual media, be sure to include all required elements.

**Due date: Screen-recorded oral/visual presentations are** **due** **on Sunday of Module Four by 11:59 p.m. CST. Each set of team/partners will submit one presentation.**

**Method of Assessment: AAC&U VALUE Rubrics: Oral Communication**

**In-class Oral Presentation Requirements**

1. **Plan Your Presentation:**  Work with your partner/team to start the process of selecting how you plan to focus your presentation by determining the most significant points made in the annotated bibliography and team journal.  Take those as the basis to build your presentation on, assigning each partner/team member his or her respective role and talking points.  Keep in mind that a focus on the social determinants of health that affect your health issue and selected population must be a focus of this presentation. You must include a conclusive slide that demonstrates synthesis of the information in order to develop an evidence-based conclusion and proposed solutions for the future.
2. After you have carefully thought out the above-mentioned steps, then create a presentation outline.  Keep in mind who your target audience is and how you can best communicate your material to them.  Make it "sticky"!
3. **Create the Presentation:** Develop a screen-recorded oral presentation that is between seven and nine minutes in length.  EACH TEAM MEMBER should have equal talking time.  Presentations under seven minutes will receive deductions according to the grading rubric. Presentations more than nine minutes will be cut off.    Each presentation must include cited references on the last slide (see provided template below).
4. **Presentation Template:**Each presentation must include the following components

* Title slide: name of health topic/issue and each team member’s first and last name
* Introduction slides: one-three slides that provide information on WHAT the health/issue or topic is
* Background slides: two-three slides that provide information on WHY the health/issue or topic is important
* Population information slides: one-two slides that provide information on WHO the health issue/topic affects and WHY this is a public health concern
* Outcomes slide: one slide that discusses the relevant outcomes of the health issue (i.e., morbidity, death, complications, cost to society, etc.)
* Prevention slide: one slide that discusses measures that may be/are in place to PREVENT worsening of the health issue
* Your proposed solutions for the future/HOW your proposed solutions might make a difference
* Q & A slide
* References slide

1. **Practice the Presentation:** It is IMPERATIVE that you practice with your partner/team prior to presenting as this is a very short time limit.
2. **Submit the Assignment:**  You will submit ONE TEAM assignment through the designated assignment.
3. **Grading:** The team will receive an overall grade that will be then assigned to each team member based on evaluation according to the criteria listed on the rubrics below.

**Due date: Sunday of Module Four via Blackboard by 11:59 p.m. CST. ONE presentation submitted on behalf of the team.**

**KINE 2350 Signature Assignment III Grading Rubric**

Screen Recording Oral Presentation/Communication Grading Rubric

Adapted from:

* Association of American Colleges and Universities. "Oral Communication VALUE Rubric." 2009. Accessed Jan. 14, 2018 at: <https://www.aacu.org/value/rubrics/inquiry-analysis>
* Association of American Colleges and Universities. (2009). *Quantitative Literacy VALUE rubric.*Retrieved Jan. 15, 2018 from <https://www.aacu.org/value/rubrics/inquiry-analysis>

AAC&U Quantitative Literacy VALUE Rubric.  Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics.*Washington, DC: Association of American Colleges and Universities. Association of American Colleges and Universities. (2009). *Quantitative Literacy VALUE rubric.*Retrieved Jan. 15, 2018 from <https://www.aacu.org/value/rubrics/inquiry-analysis>

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| KINE 2350 Signature Assignment III  Screen Recording Oral Presentation/Communication Grading Rubric | | | | |
| Proficiency Milestones | | | | |
|  | Proficient | Competent | Novice | Emerging |
| Organization (20 points) | 18-20 points  Organizational pattern (specific introduction and conclusion, includes all required template components)   1. Title slide: name of health topic/issue and each team member’s first and last name 2. Introduction slides: one-three slides that provide information on WHAT the health/issue or topic is 3. Background slides: two-three slides that provide information on WHY the health/issue or topic is important 4. Population information slides: one-two slides that provide information on WHO the health issue/topic affects and WHY this is a public health concern 5. Outcomes slide: one slide that discusses the relevant outcomes of the health issue (i.e., morbidity, death, complications, cost to society, etc.) 6. Prevention slide: one slide that discusses measures that may be/are in place to PREVENT worsening of the health issue 7. Your proposed solutions for the future/HOW your proposed solutions might make a difference 8. Q & A slide 9. References slide | 16-17 points  Organizational pattern (specific introduction and conclusion, includes all required template components)   1. Title slide: name of health topic/issue and each team member’s first and last name 2. Introduction slides: one-three slides that provide information on WHAT the health/issue or topic is 3. Background slides: two-three slides that provide information on WHY the health/issue or topic is important 4. Population information slides: one-two slides that provide information on WHO the health issue/topic affects and WHY this is a public health concern 5. Outcomes slide: one slide that discusses the relevant outcomes of the health issue (i.e., morbidity, death, complications, cost to society, etc.) 6. Prevention slide: one slide that discusses measures that may be/are in place to PREVENT worsening of the health issue 7. Your proposed solutions for the future/HOW your proposed solutions might make a difference 8. Q & A slide 9. References slide | 14-15 points  Organizational pattern (specific introduction and conclusion, but may have one required template component missing)   1. Title slide: name of health topic/issue and each team member’s first and last name 2. Introduction slides: one-three slides that provide information on WHAT the health/issue or topic is 3. Background slides: two-three slides that provide information on WHY the health/issue or topic is important 4. Population information slides: one-two slides that provide information on WHO the health issue/topic affects and WHY this is a public health concern 5. Outcomes slide: one slide that discusses the relevant outcomes of the health issue (i.e., morbidity, death, complications, cost to society, etc.) 6. Prevention slide: one slide that discusses measures that may be/are in place to PREVENT worsening of the health issue 7. Your proposed solutions for the future/HOW your proposed solutions might make a difference 8. Q & A slide 9. References slide | 0-13  Organizational pattern (specific introduction and conclusion, but may have more than one required template component missing)   1. Title slide: name of health topic/issue and each team member’s first and last name 2. Introduction slides: one-three slides that provide information on WHAT the health/issue or topic is 3. Background slides: two-three slides that provide information on WHY the health/issue or topic is important 4. Population information slides: one-two slides that provide information on WHO the health issue/topic affects and WHY this is a public health concern 5. Outcomes slide: one slide that discusses the relevant outcomes of the health issue (i.e., morbidity, death, complications, cost to society, etc.) 6. Prevention slide: one slide that discusses measures that may be/are in place to PREVENT worsening of the health issue 7. Your proposed solutions for the future/HOW your proposed solutions might make a difference 8. Q & A slide 9. References slide |
| Language & Delivery  (20 points) | 18-20  Language choices and delivery techniques are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | 16-17  Language choices and delivery techniques are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | 14-15  Language choices are mundane and and delivery techniques commonplace and only partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | 0-13  Language choices and delivery techniques are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| Supporting Material  (20 points) | 18-20  A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | 16-17  Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | 14-15  Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | 0-13  Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| Quantitative Literacy Interpretation & Communication  (20 points)  *Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized* | 18-20  Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality. | 16-17  Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven. | 14-15  Uses quantitative information but does not effectively connect it to the argument or purpose of the work. | 0-13  Does not use quantitative information appropriately, nor is the narrative effective in connecting the information to the argument or purpose of the work. |
| Grammar & Spelling  (20 points) | 18-20  No grammatical or spelling errors | 16-17  Two or less grammatical or spelling errors | 14-15  Three-four grammatical or spelling errors | 0-13  Five or more grammatical or spelling errors. |

***Signature Assignment IV: Experience Trip/Windshield Report***

Experience Trip/Windshield Report

A field experience trip to a local public health-related agency or organization provides you with a first-hand look at how that organization works in the community.  This assignment requires you to identify a particular agency or organization related to your selected health issue or topic, schedule an appointment and go in person to interview a professional individual employed in a public health-related capacity with the organization. (Core Objectives: Critical Thinking, Communication, Empirical and Quantitative, Social Responsibility and Teamwork Skills.)

**Due date:**

**Experience trip/windshield report due via upload to Black Board by Sunday of Module Six by 11:59 p.m. CST.**

**Method of Assessment:**

**Windshield Report: Attached rubric**

**Experience Trip/Windshield Report Requirements**

For this assignment, you will record your own personal observations and reflections in a windshield survey report (see template below).  The purpose of this report is to provide you with an opportunity to gather statistics and empirical evidence, while also learning to understand the importance for listening to the voice of people who live, work and play in your community.  Through an in-person visit with a public health professional at a public health-related organization, the report will provide you the ability to make notes about your experience as it relates to the organization and the people you meet during the visit.

1. **Pre-brief for your Experience Trip and Windshield Report**

Conduct a pre-brief, gathering community/population data around the proposed organization visit as it relates to the health topic or issue you have researched and presented on in this course. Additional review of the organization's website and social media platforms will provide you with important perspectives PRIOR to your visit. This is your opportunity to gather data related to your specific health issue as that impacts the community and how the organization you have selected provides services to address the particular health issue or disparity.  You will need to familiarize yourself with services the organization provides and how those impact the community.  In addition, you will be more knowledgeable about the organization and its’ purpose so that you can ask pertinent questions during the interview.

1. **Select and Contact Your Organization/Schedule Your Experience Trip**

Communicate in a professional manner, either via email or telephone to schedule your interview.

1. **Follow Up to Confirm Your Appointment**

Send an email to your selected interviewee to confirm the scheduled date/time of your meeting.

1. **Final Reminder/Check Site**

During the days prior to your visit, send a follow-up email to remind your interviewee you will be coming to visit.  This is the communication in which you confirm parking, time and any other important details.  (I suggest one final follow-up email the day before, just as an added step to make sure there are no communication issues.)

1. **On-Site**

While you are at the meeting, you will follow the windshield report prompts, making notes as you conduct the interview.  Dress is business casual. Think of this opportunity as a class assignment AND a potential interview for an internship or possible job!

1. **Post-visit**

On either the same day, or no later than the day after, email the person you interviewed to thank him/her for taking time to spend with you and to help you fulfill your academic requirements for the class.

**NOTE: WRITE LEGIBLY AND DIRECTLY INTO THE TEMPLATE BELOW. YOU WILL SCAN and UPLOAD THIS TEMPLATE AS A MSWORD DOCUMENT TO BLACK BOARD UPON COMPLETION.**

**Windshield Survey Considerations**

In order to do this assignment, you must put aside prior knowledge about your community organization or agency and gather information as if you were observing places and things for the first time. You will be reporting on only those things you observe through the windshield.

Use the information below to complete this assignment and to guide this observation/interview experience.

1. Use the attached assignment document to create a list of things to observe.
2. Do not put yourself in danger. If at any point, you feel at risk or threatened, leave the area immediately. Your safety is of utmost importance.
3. While driving through the area surrounding your community organization, keep detailed notes about what you observe including the different kinds of buildings, businesses, service agencies, and recreational spaces.
4. Compare and contrast areas by looking at the road conditions, types of housing, people on the streets, rural or urban in nature, etc.
5. You will complete the tables included in the assignment document with the information that you locate.
6. When the assignment is completed then you will submit it via Black Board

Follow all rubric information carefully to complete this assignment successfully.

**Assignment Template Copy and paste this template into MSWord and COMPLETE EACH SECTION**

The following template guides you through the assignment in a step-by-step manner. Complete each section prior to moving to the next.

|  |  |
| --- | --- |
| **Community Organization or Agency: Describe the following elements that you discover or see in the community organization or agency** | |
| 1. Date/time/location of interview 2. Briefly describe the selected community organization or agency in terms of area, location, geographic boundaries, etc. |  |
|  |  |
| 1. Briefly describe the services or impact provided by the selected community organization or agency. |  |
| **Physical Environment: Describe the area/community around the community organization or agency** | |
| 1. Describe indicators of growth or decline (i.e., is this a “thriving” community or does it feel “run-down” and what evidence supports this? Is there new or ongoing construction? Are buildings, roadways, and public areas clean and well-maintained, or do you see dirt, trash and debris or graffiti? |  |
|  |  |
| 1. What are the places for employment in the community? |  |
|  |  |
| 1. Other |  |
| **People: Describe the following people that you see in the community** | |
| 1. Describe community members including demographic information: age, gender, race, and ethnicity (i.e., what sorts of people do you see: young, old, male, female, single families, multiple families, generational families, etc? Estimate % for each group you see) |  |
|  |  |
| 1. Does the population in the surrounding community seem to be homogeneous or diverse (as evidenced by—for example—hair styles, clothing, signs in languages other than Spanish, restaurants, festivals, etc.)? |  |
|  |  |
| 1. Describe *healthy lifestyle behaviors* observed (i.e., exercise, relaxation, healthy eating, wearing helmets while biking, seat belt usage, availability of fresh produce in grocery stores, etc.) Note the age, ethnicity, and race of persons (estimate %) observed participating in healthy lifestyle behaviors. |  |
|  |  |
| 1. Describe any health and/or safety *risk behaviors* observed (i.e., what are the lifestyle risk behaviors of people). Do you see people drinking, smoking, fighting, etc? Do you see overweight/underweight people? |  |
|  |  |
| 1. Are there indications of safety concerns including: signs of violence, gang, graffiti, drug, and/or criminal activities? Do you see bars on windows, etc? Note the age, ethnicity, and race of persons observed (estimate %). |  |
|  |  |
| 1. Describe any indicators of people living in poverty |  |
|  |  |
| 1. Other |  |
| **Interviewee Profile: Describe the person you interviewed and his/her role in the community organization or agency** | |
| 1. Name and position of person |  |
|  |  |
| 1. Primary job description and main responsibilities |  |
|  |  |
| 1. How what he/she does relates to the mission of the community organization or agency |  |
|  |  |
| 1. His/her vision for the future as that relates to either the community organization or agency and/or to his/her particular position (i.e., top three goals for the organization) |  |
|  |  |
| 1. How he/she got to this particular position |  |
|  |  |
| 1. Advice for undergraduate students seeking careers in Public Health |  |
| **Analysis and Summary** | |
| 1. *Analyze and summarize* the information you observed during the assignment, *write a summary* of how the community organization or agency is related to your particular health issue or topic. |  |
|  |  |
| 1. Finally, address the *three core functions* and *10 Essential Services* of public health as those apply to the services provided by the community organization or agency. List one service or program provided by the organization and describe how that service or program is a component of the three core functions and 10 Essential Services of public health. 2. Focus on the key community-related issues associated with your health issue or topic and how the community organization or agency is serving those needs to improve health for the community.  Must be at least two-three paragraphs. |  |
|  |  |
| 1. References—in this section list any references that you included 2. Appendices—in this section include any artifacts that you collected during your assessment that better provides a picture of the community (i.e., community map, photos, etc.) |  |

**Grading Rubric**

**The following rubric identifies the grading criteria for this assignment.**

**IMPORTANT GRADE-POINT INFORMATION**

**● Each section of this assignment is graded based on the specific information requested per section.**

**●Check each section of this assignment for the need to cite/ reference any of the information you used.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grading Criteria** | **Accomplished**  **15** | **Proficient**  **12** | **Needs Improvement**  **10** | **Not Acceptable**  **0-9** |
| **Community Organization or Agency**  **(15 pts.)** | Content makes comprehensive connections between the required components to create a thorough report of the interview process. | Content makes some connections between the required components to create a thorough report of the interview process. | Content makes some connections between the required components to create a thorough report of the interview process but is lacking in detail or professional writing. | Content makes no connections between the required components to create a thorough report of the interview process but is lacking in detail or professional writing. |
| **Physical Environment**  **(15 pts)**  **(i.e., Housing, parks, growth or decline, transportation)** | Provides clear, concise summary; clarifies with multiple examples | Provides summary but provides limited or unclear supporting details or examples. | Student provides a general summary but provides no supporting details or examples. | Summary is weak, inaccurate, or includes no details. |
| **People**  **(15 pts)** | Provides clear, concise summary; clarifies with multiple examples | Provides summary but provides limited or unclear supporting details or examples | Provides a general summary but provides no supporting details or examples | Summary is weak, inaccurate, or includes no details |
| **Grading Criteria** | **Accomplished**  **30** | **Proficient**  **24** | **Needs Improvement**  **20** | **Not Acceptable**  **0-19** |
| **Interviewee Profile**  **(30 pts)**  **Describe the person you interviewed and his/her role in the community organization or agency** | Provides clear, concise summary of interview; clarifies with multiple examples. | Provides summary of interview but provides limited or unclear supporting details or examples. | Provides a general summary of interview but provides no supporting details or examples. | Summary of interview is weak, inaccurate, or includes no details |
| Interviews are clear and concise and all questions are answered. | Interviews are limited and one question are not addressed | Interviews are limited and two questions are not addressed | Interview is incomplete, with several questions not answered.  OR  Interview is not conducted in person or via Zoom/Skype. |
| **Grading Criteria** | **Accomplished**  **25** | **Proficient**  **20** | **Needs Improvement**  **15** | **Not Acceptable**  **0-14** |
| **Analysis (25 Pts):  Summary of the Community Organization or Agency as it Functions to Address Key Community Issues** | Two-three four well-developed paragraphs.  Clearly and succinctly identifies and describes key community health issues.  Conclusions are accurate, logical, and based on the subjective data.  Writing is clear and objective without bias | Two-three adequate paragraphs.  Describes community health issues.  Conclusions are based on subjective data but could be stronger. | Two to three adequate paragraphs.  Descriptions of community health issues are vague.  Conclusions are vague. | Less than two adequate paragraphs.  The community health issues identified are weak or are inaccurate.  Conclusions are inaccurate or based on opinion. |

***Signature Assignment V: Experience Trip/Windshield Reflection Paper***

Reflection Paper

The windshield report notes will provide you the ability to reflect on your experience trip as it relates to your views of the organization and the people you meet during the visit. Components of your reflection paper will include addressment of differences and similarities in observations made by your partner(s), along with what impact the organization has in the community. Additional factors will include your personal self-discovery and responsibility, including your attitudes and beliefs as those related to your signature learning experience and the team-based learning aspects of the project. (Core Objectives: Critical Thinking, Communication, Empirical and Quantitative, and Social Responsibility Skills.)

**Due date:**

**Experience trip reflection paper due via upload to Black Board Wed., May 30 by 11:59 p.m. CST.**

Methods of Assessment:

Reflection Paper: AAC&U VALUE Rubrics: Critical Thinking

**Assignment 7.1: Signature Assignment Part V: KINE 2350 Final Reflection Paper**

**Assignment Overview:**

The reflection paper assignment provides you with an opportunity to reflect on several topics we have covered during the course. Components of your paper will include reflections related to the people you met during your Experience Trip/Windshield Report and the impact the organization has in the community.  Another component will include your personal self-discovery and responsibility, including your attitudes and beliefs as those related to your signature learning experiences and the team-based learning aspects of the project. (Core Objectives: Critical Thinking, Communication, Empirical and Quantitative, and Social Responsibility Skills.) Finally, you will make personal observations as those related to social justice, social determinants of health and the role(s) in which you intend to operate in as a future public health professional and engaged citizen. 

**Assignment Instructions:**

1. In order to receive full credit, discuss each question thoroughly in complete sentences.  Include two to three paragraphs per question.

2. Begin the assignment by downloading the attached document and saving it as a MSWord document only.

3. Take your time in writing this reflection. Create a initial rough draft and revisit it multiple times to check for content, grammar and spelling.

4. Pay close attention to the grading rubric associated with this assignment.

**Submission Instructions:**

When your assignment is complete (and you have proofread for errors), post the assignment to the assignment portal in a single MSWord document.  Be sure to save a copy to your computer and then upload to Black Board.

Assignment Due Date: Friday of Module Seven by 11:59 p.m. CST via Individual Submission to the assignment portal

**Method of Assessment:**

Rubric adapted from AAC&U Critical Thinking VALUE Rubric and Stephen F. Austin University Social Responsibility

Grading Rubric: Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics.*Washington, DC: Association of American Colleges and Universities.

<https://www.aacu.org/value/rubrics/critical-thinking>

Stephen F. Austin State University Social Responsibility Rubric.  Accessed Jan. 14, 2018 at: <http://www.sfasu.edu/acadaffairs/images/FINAL_SOCIAL_RESPONSIBILITY_RUBRIC.pdfAAC&U>

In order to receive full credit, you are required to discuss each question thoroughly in complete sentences. You may write or type directly into the template document and then upload to the Blackboard assignment portal.

**Signature Assignment Part V: KINE 2350 Final Reflection Assignment**

**In order to receive full credit, you are required to discuss each question thoroughly in complete sentences. You may type directly into this document and then upload to the Blackboard assignment portal.**

1. **Describe Your Partner/Team-Based Learning Experience**: Over the course of the signature assignment, you worked with a partner/team to identify a health issue or topic.  Briefly describe your overall experience, including your thoughts on how you and your partner/team communicated to develop evidence-based solutions to address the issue. What was the most successful component of your team-based experience?  What was the least successful component of your team-based experience?  What might you do next time in order to make that cooperative experience more beneficial for all members?
2. **Address Social Determinants of Health:** Throughout this course, a large focus was placed on what social determinants of health are, and how those impact health status and quality of life. **Choose two** of the social determinants of health below and discuss why those are particularly important to your health issue/topic.  How do those determinants affect vulnerable populations? How does the complex nature of diverse cultures and populations impact how people are impacted by these particular social determinants? What are your thoughts and ideas for potential solutions to the disparities that exist in this area of health-related outcomes in the United States?

***Healthy People 2020 Determinants of Health***: Accessed June 10, 2018 at <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>

* Availability of resources to meet daily needs (e.g., safe housing and local food markets)
* Access to educational, economic, and job opportunities
* Access to health care services
* Quality of education and job training
* Availability of community-based resources in support of community living and opportunities for recreational and leisure-time activities
* Transportation options
* Public safety
* Social support
* Social norms and attitudes (e.g., discrimination, racism, and distrust of government)
* Exposure to crime, violence, and social disorder (e.g., presence of trash and lack of cooperation in a community)
* Socioeconomic conditions (e.g., concentrated poverty and the stressful conditions that accompany it)
* Residential segregation
* Language/Literacy
* Access to mass media and emerging technologies (e.g., cell phones, the Internet, and social media)
* Culture

Examples of *physical determinants* include:

* Natural environment, such as green space (e.g., trees and grass) or weather (e.g., climate change)
* Built environment, such as buildings, sidewalks, bike lanes, and roads
* Worksites, schools, and recreational settings
* Housing and community design
* Exposure to toxic substances and other physical hazards
* Physical barriers, especially for people with disabilities
* Aesthetic elements (e.g., good lighting, trees, and benches)

1. **Reflect on Your Experience Trip:** Through the research, presentations and experience trip you did this semester, you learned about the central problems and disparities related to your health issue or topic.  You may have observed similar/dissimilar conditions in your experience trip with a community organization.  During this trip, you made individual notes related to the interview.  Comment on two key “lessons learned” from this experience.
2. **Social Responsibility Reflections**: Finally, now that you are aware of the issues and disparities specific to your health issue or topic as those impact your own community, develop a conclusion that is a logical extrapolation from your findings and observations, to include proposed solutions for the future.  For example, what have you learned about this health issue?  What biases are you aware of, either in society or within yourself? What would be important for responsible citizens in your community to know about this issue?

5. **YOU as a Future Public Health Professional:** Synthesize and summarize the knowledge you gained in this class and discuss the following questions:

* What is YOUR future role as an engaged, concerned citizen related to future endeavors on community, regional, state and national or global levels to advocate for improvement and change?
* How can YOU contribute to the process of change?

6. **The Practice and Scope of Public Health:** You learned about the broad depth and breadth of the scope of Public Health. Choose one of the following areas and describe why that area is of particular interest to YOU and why it is important component of Public Health:

* Biostatistics
* Epidemiology
* Behavior and Community Health
* Health Management and Policy
* Environmental Health

**Assessment/Grading Rubrics**

Rubric adapted from AAC&U Critical Thinking VALUE Rubric and Stephen F. Austin University Social Responsibility Grading Rubric: Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics.*Washington, DC: Association of American Colleges and Universities.

<https://www.aacu.org/value/rubrics/critical-thinking>

Stephen F. Austin State University Social Responsibility Rubric.  Accessed Jan. 14, 2018 at: <http://www.sfasu.edu/acadaffairs/images/FINAL_SOCIAL_RESPONSIBILITY_RUBRIC.pdfAAC&U>

|  | **Levels of Achievement** | | | |
| --- | --- | --- | --- | --- |
| **Criteria** | **Proficient** | **Competent** | **Emerging** | **Unacceptable** |
| **Written reflection of issue or topic** | **16 to 18 points**  Issue/topic to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | **13 to 15 points**  Issue/topic to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | **10 to 12 points**  Issue/topic to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | **0 to 9 points**  Issue/topic to be considered critically is stated without clarification or description. |
| **Student's position (perspective, realizations, attitudes)** | **16 to 18 points**  Specific position (perspective, realizations, attitudes) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, realizations, attitudes) are acknowledged. Others' points of view are synthesized within position. | **13 to 15 points**  Specific position (perspective, realizations, attitudes) takes into account the complexities of an issue. Others' points of view or perspectives are acknowledged. | **10 to 12 points**  Specific position (perspective, realizations, attitudes) takes into account the complexities of an issue. | **0 to 9 points**  Specific position (perspective, realizations, attitudes) is stated, but is simplistic and obvious. |
| **Cultural Self- Awareness** | **14 to 16 points**  Recognizes complexity among the elements and biases in one’s own culture or subculture | **11 to 13 points**  Recognizes complexity in some of the elements and biases in one’s own culture or subculture | **8 to 10 points**  Shows minimal awareness of the elements and biases in one’s own culture or subculture | **0 to 7 points**  Shows no awareness of the elements and biases in one’s own culture or subculture |
| **Cultural Worldview Frameworks** | **14 to 16 points**  Demonstrates a comprehensive understanding of health disparities as those impact population health | **11 to 13 points**  Demonstrates an adequate understanding of health disparities as those impact population health | **8 to 10 points**  Demonstrates a minimal understanding of health disparities as those impact population health | **0 to 7 points**  Demonstrates no understanding of health disparities as those impact population health |
| **Civic Responsibility** | **14 to 16 points**  Identifies patterns of engagement in civic life, social interaction or politics and recognizes complexity among those patterns. Demonstrates a comprehensive understanding of the roles of individuals in regional, national, or global communities | **11 to 13 points**  Identifies patterns of engagement in civic life, social interaction or politics and recognizes complexity in some of those patterns. Demonstrates an adequate understanding of the roles of individuals in regional, national, or global communities | **8 to 10 points**  Shows minimal awareness of patterns of engagement in civic life, social interaction or politics. Demonstrates a minimal understanding of the roles of individuals in regional, national, or global communities | **0 to 7 points**  Shows no awareness of patterns of engagement in civic life, social interaction or politics. Demonstrates no understanding of the roles of individuals in regional, national, or global communities |
| **Grammar** | **14 to 16 points**  No grammatical or spelling errors. | **11 to 13 points**  One grammatical or spelling error. | **8 to 10 points**  Two-three grammatical or spelling errors. | **0 to 7 points**  More than three grammatical or spelling errors. |

**Course Outcomes and Performance Measurement:**

| **Course Objective(s)** | **Module Number and Objective(s)** | **Assignment  (Practice)** | **Assessment Item**  **(Showing Mastery)** |
| --- | --- | --- | --- |
| * 1. **Describe public health concepts and information.** | Module One: Learning Objectives 1,2,3,4 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 1.1 * Assignment 1.1: Select Partner and Identify Health Issue/Complete Team Contract * Module One Quiz |
|  | Module Two Learning Objectives 1,3,4,5,6 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 2.1 * Assignment 1.2: Annotated Bibliography * Assignment 2.1 Complete IRB HSP Training * Assignment 2.2 Forced Sterilization Partner Worksheet * Module Two Quiz |
|  | Module Three Learning Objectives 1,2,3,4 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion 3.1/Signature Assignment II: Shared Annotated Bibliography on Group Discussion Board * Module Three Quiz |
|  | Module Four Learning Objectives 1,2,3,5 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion 4.1: Review Health Message Videos/Create One-Minute Video * Module Four Quiz |
|  | Module Five: Learning Objectives 4,5 | * Module Introduction Lecture * Chapter readings * Module videos | * Module Five Quiz |
|  | Module Six: Learning Objectives 1,2,5 | * Module Introduction Lecture * Chapter readings * Module videos | * Signature Assignment IV: Experience Trip/Windshield Report * Module Six Quiz |
|  | Module Seven: Learning Objectives 1,5,6 | * Module Introduction Lecture * Chapter readings * Module videos | * Module Seven Quiz |
| **2. Appraise and discuss public health issues and topics related to social determinants of health and how those impact vulnerable populations.** |  |  |  |
|  | Module Two: Learning Objective 3 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 2.1 * Assignment 2.2 Forced Sterilization Partner Worksheet |
|  | Module Three Learning Objectives | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion 3.1/Signature Assignment II: Shared Annotated Bibliography on Group Discussion Board |
|  | Module Four Learning Objectives | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion 4.2: Immersive Storytelling as a Means for Health Communication |
|  | Module Five Learning Objectives 5,6 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 5.3: “Whom to Leave Behind” worksheet * Module Five quiz |
|  | Module Six Learning Objectives 2,4,5,6 | * Module Introduction Lecture * Chapter readings * Module videos | * Signature Assignment IV: Experience Trip/Windshield Report * Discussion Board 6.1: Share the Main Takeaways from Your Experience Trip * Module Five quiz |
|  | Module Seven Learning Objectives 3,6 | * Module Introduction Lecture * Chapter readings * Module videos * Reflective writing exercises | * Module Seven Quiz |
| **3. Integrate critical communication and thinking skills in the creation of oral and written communications.** | Module One Learning Objectives 5, 6 | * Discussion Board 1.1 * Assignment 1.1: Select Partner and Identify Health Issue/Complete Team Contract | * Discussion Board 1.1 * Assignment 1.1: Select Partner and Identify Health Issue/Complete Team Contract |
|  | Module Two Learning Objectives 1,2,4 | * Discussion Board 2.1 | * Discussion Board 2.1 * Assignment 1.2: Annotated Bibliography |
|  | Module Four Learning Objectives 1,3,4 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion 4.1: Review Health Message Videos/Create One-Minute Video * Discussion 4.2: Immersive Storytelling as a Means for Health Communication * Assignment 3.1: Signature Assignment III: Screen-recorded Oral Presentation |
|  | Module Five Learning Objectives 1,2,3 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 5.2 Experience Trip/Windshield Report Planning Worksheet |
|  | Module Six Learning Objectives 3,6 | * Module Introduction Lecture * Chapter readings * Module videos * Experience Trip Assignment Participation | * Discussion 6.1: Share the Main Takeaways from Your Experience Trip * Assignment 6.1: Experience Trip/Windshield Report Follow-up |
|  | Module Seven Learning Objectives 2,4 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 7.1: Signature Assignment V: KINE 2350 Final Reflection |
| **4. Apply systems-thinking perspectives for investigation and expression of viewpoints, attitudes and opinions.** |  |  |  |
|  | Module Two Learning Objective 3 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion 2.1: Ethical Issue Overview |
|  | Module Six Learning Objective 4 | * Module Introduction Lecture * Chapter readings * Module videos * Experience Trip Assignment Participation | * Assignment 5.2 Experience Trip/Windshield Report |
|  | Module Seven Learning Objectives 1,2,3,4 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 7.1: Signature Assignment V: KINE 2350 Final Reflection * Assignment 7.2: Peer Evaluation * Discussion 7.1: Final Thoughts/Student Perspectives |

**Participation**

During each in-class session, you are expected to substantively participate in course discussions and other learning activities. It is expected that students will: a) actively share thoughts and ideas, b) integrate course materials into discussions, and c) share pertinent personal/professional experiences**.**

**Class participation points will be allocated through discussion boards and other participatory activities.**

## 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 have elected not to take attendance. In-class participation and Discussion Board activities total 30% of your overall grade. If you do not participate in these activities, you will not receive class participation points. These points are not eligible for make-up.”

**Grading**: Students are expected to keep track of their performance throughout the term and seek guidance from available sources (including their academic coach) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**Grade Evaluation**

1. In class participation…………………………………………30 pts (30%)
   1. Class discussions
   2. Partner learning activities
2. Signature assignments: ……………………….………….….45 pts (45%)
   1. Annotated Bibliographies (10)
   2. Team Journal/Discussion Board (5)
   3. In-class Oral/Visual Presentation (10)
   4. Windshield Report/Experience Trip (10)
   5. Final Reflection Paper (10)
3. Module Quizzes and Exams …………………..……………25 pts (25%)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total: 100 pts

**Grades:**

A 90-100

B 80-89

C 70-79

D 60-69

F below 60

**Due dates** for assignments will be listed on the Class Schedule available on the course site on Blackboard and listed in this syllabus on pages 25-26.

## 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 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.

## Important Dates

Refer to the course schedule on pages 25-26 for assignment due dates.

## Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. 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. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/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>.

## Disability Accommodations

UTArlington 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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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*](http://www.uta.edu/hr/eos/index.php)*.*

## 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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\olivier\AppData\Local\Temp\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."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

## 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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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](mailto: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](http://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>

## 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/>

## 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>.

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>.

## Final Review Week: N/A for AO KINE 2350

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.

**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.

## Department of Kinesiology

**David Keller, PhD**

Associate Dean

Chair, Department of Kinesiology

Maverick Activities Center, \_\_\_\_\_\_\_\_

Email address:  [Kellerd@uta.edu](mailto:Kellerd@uta.edu)

**Becky Garner, DrPH, CPH**

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## Department of Kinesiology Support Staff

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Maverick Activities Center, #

Email address:

**Jasmine Williams-Thompson**

Senior Office Assistant

Maverick Activities Center, \_\_\_\_\_\_

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Department of Kinesiology: 817-272-3288

## BSPH Advisors

## Appointments with the Undergraduate Exercise Science Advisors can be made online using the TimeTrade links below.

| Letterset | Advisor | Email | TimeTrade Links |
| --- | --- | --- | --- |
| A - G | Courtney Jackson | [courtney.jackson@uta.edu](mailto:courtney.jackson@uta.edu) | [Phone](https://my.timetrade.com/book/5HFQL) - [In Person](https://my.timetrade.com/book/FJGDQ) - [Virtual Appointment](https://my.timetrade.com/book/R73WS) |
| H - P | Deon Johnson | [deon.johnson@uta.edu](mailto:deon.johnson@uta.edu) | [Phone](https://my.timetrade.com/book/8NH3Q) - [In Person](https://my.timetrade.com/book/T8LNK) - [Virtual Appointment](https://my.timetrade.com/book/1TZCP) |
| Q - Z | Caitlin Guerrero | [caitling@uta.edu](mailto:caitling@uta.edu) | [Phone](https://my.timetrade.com/book/PBKJN) - [In Person](https://my.timetrade.com/book/CWZ6R) - [Virtual Appointment](https://my.timetrade.com/book/G277K) |

## Course Schedule

This course schedule provides you with an overview of topics for each module, along with assignment due dates for your signature assignments, quizzes and exams, discussion boards and other learning activities.

*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. –Becky Garner*

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE/MODULE** | **TOPICS** | **READINGS** | **Assignments & Assignment**  **Due Dates** |
| **Mon., Aug. 13-Sun., Aug. 19**  **Module One: Public Health 101** | * What is public health and why is it important? * What are the core functions of public health? How are those related to the Ten Essential Public Health Services? * What are social determinants of health? * How is public health organized in the United States? | **Chapters 1-3** | * **Discussion Board 1.1**   + **Due Sun., Aug. 19** * **Complete Assignment 1.1**   + **Due Sun., Aug. 19** * **Review Assignment 1.2**   + **Due Sun., Aug. 26 (due in Module Two-you have two weeks to complete this assignment)** * **Module One Quiz**   + **Due Sun., Aug. 19** |
| **Mon., Aug. 20-Sun., Aug. 26, 2018**  **Module Two: Public Health Ethics** | * Why is Public Health Controversial? * Why must ethical approaches to gathering evidence and research principles be a priority? * How are vulnerable populations impacted by health disparities? * How does social justice differ from market justice? | **Chapters 4-8** | * **Discussion 2.1: Ethical Issue Overview**   + **Initial response due Wed., Aug. 22 by 11:59 p.m. CST, and comment on the posts of two classmates by Sat., Aug. 25 by 11:59 p.m. CST** * **Assignment 2.1: Complete Institutional Review Board Human Subjects Protection Training**   + **Due by Sun., Aug. 26 by 11:59 p.m. CST** * **Assignment 2.2: Partner Assignment and Communication Activity**   + **Due by Sun., Aug. 26 by 11:59 p.m. CST** * **Module Two quiz due Sun., Aug. 26 by 11:59 p.m. CST** |
| **Mon., Aug. 27-Sun., Sept. 2, 2018**  **Module Three: Diseases: Chronic, Infectious and Genetic** | * Historically, what was the impact of communicable diseases such as the "Black Death"? * Why does fear about vaccines exist? * What is the greatest hope for controlling AIDS? * Why do most chronic diseases have multiple causes? * What does the future hold for disease control and prevention? | **Chapters 9-12** | * **Discussion 3.1 Shared Annotated Bibliography on Group Discussion Board**   + **Initial response due Wed., Aug. 29 by 11:59 p.m. CST, and comment on the posts of two classmates by Sat., Sept. 1 by 11:59 p.m. CST** * **Assignment 3.1: Signature Assignment III: In-Class Oral Presentation (Partner/Team Submission)**   + **Due on Sunday of Module Four (Sun., Sept. 9)** * **Module Three quiz due Sun., Sept. 2 by 11:59 p.m. CST** |
| **Mon., Sept. 3-Sun., Sept. 9, 2018**  **Module Four: Public Health Principles: Methods and Communication** | * What is Immersive Storytelling?  How might that be a means by which to humanize global health? To inspire people to volunteer in their own communities? * Why is communication important in health messaging? * How do I work with a partner/team to create an oral and visual presentation? | **No readings/focus is on visual materials and presentation** | * **Discussion 4.1: Review Health Message Videos/Create One-Minute Video**   + **Initial response due Wed., Sept. 5 by 11:59 p.m. CST, and comment on the posts of two classmates by Sat., Sept. 8 by 11:59 p.m. CST** * **Discussion 4.2: Immersive Storytelling as a Means for Health Communication**   + **Initial response due Wed., Sept. 5 by 11:59 p.m. CST, and comment on the posts of two classmates by Sat., Sept. 8 by 11:59 p.m. CST** * **Module Four quiz due Sun., Sept. 9 by 11:59 p.m. CST** |
| **Mon., Sept. 10-Sun., Sept. 16, 2018**  **Module Five:**  **Social and Behavioral Factors** | * Why has a major focus of Public Health programs shifted to people's behavior? * Why is it important to identify a target audience when delivering health communications and messaging? | **Chapters 13-19** | * **Discussion 5.1: How Diverse is Your Universe?**   + **Initial response due Wed., Sept. 12 by 11:59 p.m. CST, and comment on the posts of two classmates by Sat., Sept. 15 by 11:59 p.m. CST** * **Assignment 5.1: Signature Assignment IV: Experience Trip/Windshield Report**   + **Due Sun., Sept. 23 in Module Six** * **Assignment 5.2: Experience Trip/Windshield Report Planning Worksheet**   + **Due Sun., Sept. 16 by 11:59 p.m. CST** * **Assignment 5.3: Whom to Leave Behind Worksheet**   + **Due Sun., Sept. 16 by 11:59 p.m. CST** * **Module Five quiz due Sun., Sept. 16 by 11:59 p.m. CST** |
| **Mon., Sept. 17-Sun., Sept. 23, 2018**  **Module Six: Environmental Issues in Public Health** | * What is the role of government in Environmental Health? * Why is population considered the ultimate environmental health issue? | **Chapters 20-25** | * **Discussion 6.1: Share the Main Takeaways from Your Experience Trip**   + **Initial response due Wed., Sept. 19 by 11:59 p.m. CST, and comment on the posts of two classmates by Sat., Sept. 22 by 11:59 p.m. CST** * **Assignment 6.1: Experience Trip/Windshield Report Follow-up**   + **Due Sun., Sept. 23 by 11:59 p.m. CST** * **Module Six quiz due Sun., Sept. 23 by 11:59 p.m. CST** |
| **Mon., Sept. 24- Fri., Sept. 28, 2018**  **Module Seven: Public Health Sustainability and Careers** | * Is the Medical Care System a Public Health Issue? * Why Don't We Spend More Money on Public Health and Prevention in the U.S.? * What Resources are Available to Assist in My Search for Public Health Careers? | **Chapters 26-31** | * **Discussion 7.1: Final Thoughts/Student Perspectives**   + **Initial response due Wed., Sept. 26 by 11:59 p.m. CST, and comment on the posts of two classmates by Fri., Sept. 28 by 11:59 p.m. CST** * **Assignment 7.1: Signature Assignment Part V: KINE 2350 Final Reflection Assignment**   + **Due Fri., Sept. 28 by 11:59 p.m. CST** * **Assignment 7.2: Peer Participation Evaluation**   + **Due Fri., Sept. 28 by 11:59 p.m. CST** * **Module Seven quiz due Fri., Sept. 28 by 11:59 p.m. CST** |