**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**Department of Kinesiology**

# KINE 3356-001 Public Health in Academic Settings

# Course Syllabus – Accelerated Online Fall 2018

## Instructor

Becky Garner, DrPH, CPH

## Office Number

MAC 114

## Office Telephone Number

## 817-272-1705

## Email Address

## [beckyg@uta.edu](mailto:beckyg@uta.edu)

## Faculty Profile

https://www.uta.edu/profiles/rebecca-garner

## 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 3356, 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 and learning activities provide students with information related to health outcomes and student success, student health outcomes as those related to health across the lifespan and longevity, and the impacts of social determinants of health on student success and overall well-being. The course provides students with multiple types of learning activities, including experiential learning and reflection. Topics include types of school settings, diversity and inclusion, and the role of public health in academic settings.

## Student Learning Outcomes

## Students will identify five sectors in the U.S. education system, and briefly describe the impacts of public health.

## Students will identify three key laws, policies or programs as those impact equity and equality in education.

## Students will develop five questions that address public health-related issues in academic settings as those are linked to social determinants of health.

## Students will demonstrate effective communication skills through creation of a white paper designed to educate their peers about a public health-related topic in academic settings.

## Students will organize, conduct and reflect on an experiential interview in the community in order to further explore public health topics in academic settings.

## Students will organize and develop a persuasive written communication that addresses a current public health issue in academic settings.

## 

## Upon completion of the course, the student will have gained essential knowledge about major topics related to public health and how academic settings can serve as a place for students to grow and thrive in a positive climate of support for development of health in physical, mental and social realms. Through readings, class discussions, reflection and experiential learning opportunities outside the classroom, students will gain the skills for thinking critically and strategically about public health-related issues related to academic settings.

## Required Textbooks and Other Course Materials

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.

## 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. Module quizzes in modules one, four and five.
3. Assignments as described in each module.

**Description of Major Assignments:**

The course has two major assignments. Assignment 7.1 requires you to research and summarize a health issue or topic from evidence-based perspectives, and to create a written paper that includes a recommended course of action related to your health topic. Assignment 7.2 requires you to identify a particular school or educational setting in your own community, contact a professional person to schedule an appointment and go in person (recommended) or via Skype or Zoom to conduct an informational interview.

**Course Outcomes and Performance Measurement:**

| **Course Objective(s)** | **Module Number and Objective(s)** | **Assignment  (Practice)** | **Assessment Item**  **(Showing Mastery)** |
| --- | --- | --- | --- |
| 1. **Students will identify five sectors in the U.S. education system, and briefly describe the impacts of public health.** | Module One: Learning Objectives 1,2,3,4 | * Module Introduction Lecture * Chapter readings * Module videos | * Module One Quiz |
|  | Module Two Learning Objectives 1,2,3,4 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 2.1 Reflection on the Roles of Physical, Mental and Social Health in Academic Settings |
|  | Module Four Learning Objectives 1,2,3,5 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 4.1: Impact of Social Determinants of Health in Educational Settings/A Summary Report * Assignment 4.1: Programs or Services that Address Social Determinants of Health in Academic Settings/A Summary Report * Module Four Quiz |
|  | Module Five: Learning Objectives 1,2 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 5.1: Equity and Inclusion in Academic Settings * Module Five Quiz |
|  | Module Seven: Learning Objective 2 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 7.1: Health Issues in Academic Settings |
| 1. **Students will identify three key laws, policies or programs as those impact equity and equality in education.** |  |  |  |
|  | Module Three Learning Objectives 1,2,3 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 3.1: Change Impact in Academic Settings through Laws, Policies and Services * Assignment 3.1: Article Reviews/School Health Laws, Policies and Services |
|  | Module Four Learning Objectives 1,3,5 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 4.1: Impact of Social Determinants of Health in Educational Settings/A Summary Report * Assignment 4.1: Programs or Services that Address Social Determinants of Health in Academic Settings/A Summary Report |
|  | 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 1,2,3 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 5.1: Equity and Inclusion in Academic Settings * Assignment 5.1: Timeline of Laws, Policies or Programs that Impacted Equity and/or Equality in Public Schools * Module Five quiz |
|  | Module Seven Learning Objective 1 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 6.1 Final Paper Outline Template |
| **3. Students will develop five questions that address public health-related issues in academic settings as those are linked to social determinants of health.** | Module One Learning Objective 3 | * Module Introduction Lecture * Chapter readings * Module videos | * Module One Quiz |
|  | Module Two Learning Objectives 1,2,3,4 | * Module Introduction Lecture * Chapter readings   Module videos | * Discussion Board 2.1: The Role of Physical Health in Academic Settings * Discussion Board 2.2: The Role of Mental Health in Academic Settings * Discussion Board 2.3: The Role of Social Health in Academic Settings * Assignment 2.1 Reflection on the Roles of Physical, Mental and Social Health in Academic Settings |
|  | Module Four Learning Objectives 1,2,3,4,5 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 4.1: Impact of Social Determinants of Health in Educational Settings/A Summary Report * Complete Assignment 4.1: Programs or Services that Address Social Determinants of Health in Academic Settings/A Summary Report * Module Four Quiz |
|  | Module Five Learning Objectives 1,2,3 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 5.1: Equity and Inclusion in Academic Settings * Assignment 5.1: Timeline of Laws, Policies or Programs that Impacted Equity and/or Equality in Public Schools |
|  | Module Six Learning Objectives 1,2 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 6.1 Final Paper Outline Template |
|  | Module Seven Learning Objective 2 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 7.1: Health Issues in Academic Settings |
| **4. Students will demonstrate effective communication skills through creation of a white paper designed to educate their peers about a public health-related topic in academic settings.** |  |  |  |
|  | Module Four Learning Objectives 2,3,5 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 4.1: Impact of Social Determinants of Health in Educational Settings/A Summary Report      * Complete Assignment 4.1: Programs or Services that Address Social Determinants of Health in Academic Settings/A Summary Report * Module Four Quiz |
|  | Module Six Learning Objectives 1,2 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 6.1 Final Paper Outline |
|  | Module Seven Learning Objective 2 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 7.1: Health Issues in Academic Settings |
| **5. Students will organize, conduct and reflect on an experiential interview in the community in order to further explore public health topics in academic settings.** |  |  |  |
|  | Module Six Learning Objectives 2,3,4 | * Module Introduction Lecture * Chapter readings * Module videos | * Discussion Board 6.1: Summary of Informational Interview Plan * Assignment 6.1 Final Paper Outline * Assignment 6.2 Informational Interview Preparation Checklist |
|  | Module Seven Learning Objectives 1,2 | * Module Introduction Lecture * Chapter readings * Module videos | * Assignment 7.2: Informational Interview |

**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 25% 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………………………………………… (25%)
   1. Class discussions
2. Major assignments: ……………………………………….…. (65%)
   * Module Three
     + Assignment 3.1: School Health Laws, Policies & Services/Annotated Bibliographies-8 pts (8%)
   * Module Four
     + Assignment 4.1: Programs or Services that Address Social Determinants of Health in Academic Settings/A Summary Report-8 pts (8%)
   * Module Five
     + Assignment 5.1: Evolution of Inclusion in Public Schools Timeline- 8 pts (8 %)
   * Module Six
     + Assignment 6.1: Health Issues in Academic Settings Final Paper Outline-8 pts (8 %)
     + Assignment 6.2: Informational Interview Preparation Checklist-8 pts (8 %)
   * Module Seven
     + Assignment 7.1: Final Paper: Health Issues in Academic Settings-15 pts (15%)
     + Assignment 7.2: Informational Interview-10 pts (10%)
3. Module Quizzes and Exams ………………….……….……10 pts (10%)

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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 11-12.

## 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 11-12 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 3356

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**

Director of BSPH Program

Maverick Activities Center, 114

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

## Department of Kinesiology Support Staff

-----------, Administrative Assistant I

Maverick Activities Center, #

Email address:

**Jasmine Williams-Thompson**

Senior Office Assistant

Maverick Activities Center

jasmine.williamsthompson@uta.edu

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

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: Academic Settings** | * What types of institutions are considered academic or school-based settings? * How much time do students spend in academic settings? * What types of health services are provided to students in public schools? * List and describe public school settings | **As listed in Readings Folder** | * **Discussion Board 1.1**   + **Due Sun., Aug. 19** * **Module One Quiz**   + **Due Sun., Aug. 19** |
| **Mon., Aug. 20-Sun., Aug. 26, 2018**  **Module Two: The Role of Public Health in Academic Settings** | * How can communities, schools and non-profit agencies work together to promote school health? * What types of policies and practices support the physical, mental and social health of students? | **As listed in Readings Folder** | * **Discussion 2.1: The Role of Physical Health in Academic Settings**   + **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** * **Discussion 2.2: The Role of Mental Health in Academic Settings**   + **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** * **Discussion 2.3: The Role of Social Health in Academic Settings**   + **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: Reflection on Physical, Mental and Social Health in Academic Settings**   + **Due by Sun., Aug. 26 by 11:59 p.m. CST** |
| **Mon., Aug. 27-Sun., Sept. 2, 2018**  **Module Three: Laws, Policies and Services in Academic Settings** | * What consequences occurred as a result of The No Child Left Behind Act? What about unintended consequences? * What is a school-based health center? * Why are schools in a unique position to reduce health issues such as tobacco use and obesity? | **As listed in Readings Folder** | * **Discussion 3.1 Laws, Policies, Services or Programs that Impact Health in Academic Settings**   + **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: School Health Laws, Policies & Services/Annotated Bibliographies**   + **Due on Sun., Sept. 2 by 11:59 p.m. CST** * **Module Three quiz due Sun., Sept. 2 by 11:59 p.m. CST** |
| **Mon., Sept. 3-Sun., Sept. 9, 2018**  **Module Four: Social Determinants of Health in Academic Settings** | * How do Schools Address Social Determinants of Health that Promote Student Safety? * How do Social Determinants of Health Affect Student Health During In-School Time? What About Out-of-School Time? | **As listed in Readings Folder** | * **Discussion 4.1: The Impacts of Social Determinants of Health in Academic Settings**   + **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** * **Assignment 4.1: Programs or Services that Address Social Determinants of Health in Academic Settings/A Summary Report** * **Module Four quiz due Sun., Sept. 9 by 11:59 p.m. CST** |
| **Mon., Sept. 10-Sun., Sept. 16, 2018**  **Module Five:**  **Equity and Equality in Academic Settings** | * What is equity? * What is equality? * What is the difference between equity and equality?  Why is this important to be aware of when making decisions for students in academic settings? | **As listed in Readings Folder** | * **Discussion 5.1: Equity and Inclusion as Factors in Student Success**   + **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: Evolution of Inclusion in Public Schools Timeline**   + **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: Current Public Health Topics in Academic Settings** | * Why must Public Health professionals continue to focus on topics and issues in school settings? * What do school administrators, counselors, teachers, coaches and students believe are the most important student-related health issues? * What is Healthy People 2020? | **As listed in Readings Folder** | * **Discussion 6.1: Summary of Informational Interview Plan**   + **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: Health Issues in Academic Settings Final Paper Outline**   + **Due Sun., Sept. 23 by 11:59 p.m. CST** * **Assignment 6.2: Informational Interview Preparation Checklist**   + **Due Sun., Sept. 23 by 11:59 p.m. CST** |
| **Mon., Sept. 24- Fri., Sept. 28, 2018**  **Module Seven: Public Health Interventions in Academic Settings** | * Why is it important to understand that health-related interventions should be carefully designed and targeted to particular or at-risk populations vs. a "one size fits all" approach? * What types of evidence-based interventions have been successful in school settings? | **As listed in Readings Folder** | * **Discussion 7.1: KINE 3356 Final Reflections and Thoughts**   + **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: Final Paper: Health Issues in Academic Settings**   + **Due Fri., Sept. 28 by 11:59 p.m. CST** * **Assignment 7.2: Informational Interview**   + **Due Fri., Sept. 28 by 11:59 p.m. CST** |