



COLLEGE OF NURSING
AND HEALTH INNOVATION



KINE 4351 Ethical Practices in Health Professions

Syllabus – January 2019

Course Description

Study of ethical standards and how those are incorporated into practice and decision-making that related to interactions with individuals, organizations, and communities. Exploration of strategies for public health, health care, and other allied healthcare organizations to work together or individually to impact the health of a community.

Pre and Co-requisite Courses

Junior Status and KINE 2350.

Section: 500

Instructor(s): Kristen D. Priddy, PhD, RN, CNS

Email: priddy@uta.edu

Student Email

Students enrolled in online BSPH courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly.

Faculty and Students – Email

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

Instructor Office or Department Location: 147 MAC

Department of Kinesiology, MAC 147: 817-272-3288

Tanya Garcia Tanya.garcia@uta.edu (817) 272-3288

Administrative Assistant, Department of Kinesiology

Emergency Phone Number for Reaching Faculty:

Tanya Garcia (817) 272-3288, tanya.garcia@uta.edu
Administrative Assistant, Department of Kinesiology

Faculty Profile <https://mentis.uta.edu/explore/profile/kristen-priddy>

Preferred Methods for Reaching Instructor

Email is the preferred method for reaching your instructor.

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 should occur within five business days after the due date and time.**

Virtual Office Hours

Please email the professor to schedule an individual or small group, virtual work session during office hours or at a separate time if necessary. Include the purpose of the meeting, what you hope to learn as a result of this meeting and who will be participating in your email.

The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that cannot be answered via email, an announcement, or the question and answer forum provided within the course.

Zoom

Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:

- Use a computer with video and audio features
- Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
- Check their video and audio features via the cues provided in Zoom

The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.

Students do not need a Zoom account to join Zoom meetings hosted by a faculty member. Zoom tutorials can be found at the following link:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

Credit Hours: 3

Service Learning Course:

This course IS NOT designated as a service learning course.

Textbooks or Equipment - REQUIRED

Barrett, D. H., Ortmann, L. H., Dawson, A., Saenz, C., Reis, A., & Bolan, G. (Eds.).
(2016). *Public Health Ethics: Cases Spanning the Globe*. Springer Open.

Your primary textbook for this class, listed above, is an open educational resource (OER), meaning it is available for free online. You can access the web version of the text from

<https://link.springer.com/book/10.1007%2F978-3-319-23847-0>

Visit the book's landing page to read the text on-line or download the text for free in the format that works best for you (available as PDF or EPUB). The OER is openly licensed and DRM-free, so you may also print individual chapters or the entire text without restrictions. If you prefer, you may purchase a print version from the publisher at https://www.springer.com/us/book/9783319238463?wt_mc=ThirdParty.SpringerLink.3.EPR653.About_eBook#otherversion=9783319238470 or another on-line textbook vendor.

You may check with the UTA bookstore for the following book or order from an on-line book vendor or purchase the eBook:

Troh, L. (2015) *My Spirit Took You In: The Romance that Sparked an Epidemic of Fear*. New York, NY: Weinstein Books. ISBN 978-1-60286-289-0 (print) ISBN 978-1-60286-290-6 (e-book)

PDFs or links to additional readings will be provided on Blackboard.

You will need an external high definition (1080p) webcam with a tripod. An external webcam with a tripod is required to allow you to meet the requirements of the video monitoring for each test. An external webcam is one which is separate from your computer or laptop. Logitech tends to be a good brand, but any high definition external webcam is acceptable.

BSPH UTA Program Outcomes:

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

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

1. Health and the Human Condition
Discuss and provide examples of the underlying science of human health and disease as those are impacted by socioeconomic, behavioral, biological, environmental, and other factors that influence human health.
2. Population Health
Identify and summarize concepts of population health, along with the basic processes, approaches and interventions that identify and address major health-related needs and concerns of populations.
3. Public Health Concepts, Values and Functions
Explain and discuss the history, philosophy and contemporary issues of public health as those apply to core values, concepts and functions of public health in both urban and global societies.
4. Policy Development and Planning
Apply gathered information for the purposes of identification of current trends affecting the health of a community and inform options for policies, programs and services. The student will be able to discuss and explain assessments of community health status, along with the factors that influence health in a community.
5. Public Health Informatics
Explain and apply ethical principles that apply to the use of information technology as those pertain to accessing, collecting, analyzing, using, maintaining, and disseminating data and information.
6. Public Health Communication
Identify the literacy of populations and communicate information through appropriate, culturally competent methods. Includes the ability to integrate basic concepts of public health-specific communication into technical and professional writing, as well as the use of mass media and electronic technology.
7. Community Dimensions and Cultural Diversity
 - a. Describe and integrate factors of community-based public health affecting the health of a community, including fundamental concepts and features of project implementation such as planning, assessment and evaluation.
 - b. Describe the integration of, along with appreciation for, diversity of individuals and populations in a community, including how diversity may influence policies, programs, services, and the health of a community. Includes the ability to describe and discuss the importance for a diverse public health workforce.
8. Advocacy and Leadership
 - a. Demonstrate leadership actions and behaviors that reflect and model effective strategies for protecting and promoting the public's health as part of a larger

inter-related system of organizations that influence the health of populations at all levels of society.

- b. Demonstrate the ability to incorporate ethical standards of practice and decision making into all interactions with individuals, organizations, and communities. Further, the student will be able to describe and explain strategies for public health, health care, and other organizations to work together or individually to impact the health of a community.
- c. Synthesize and explain the importance for integration of an individual work ethic that includes professionalism, commitment to lifelong learning, and contributes to development of a vision for a healthy community.

9. Management and Financial Planning

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

10. Experiential Learning and Field Experiences

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

Course Outcomes:

- 1. Recognize the ethical components of public health situations.
- 2. Develop self-awareness of personal values and biases and their effect on ethical practice.
- 3. Analyze ethical dilemmas using a systematic approach.
- 4. Engage in civil discourse with a diverse team to determine the priority ethical principles and choose a course of action.
- 5. Reflect upon the impact of social and biological determinants of health, available resources, and the perspectives of community stakeholders when deciding on ethical courses of action.
- 6. View self as a moral agent with the power and skills to participate in ethical decision making.

BSPH UTA Program Outcome	Course Outcome	Module Objective	Activity (Practice)	Assessment (Showing Mastery)
Module 1				
3,8(b,c)	1	1. Explain moral agency.	Textbook Reading: Public Health Ethics: Cases Spanning the Globe, Chapters 1 & 2 Micro-lectures on ethical theories and principles	Ethics history and definitions quiz
3,8(b,c)	1	2. Differentiate between the ethical theories of deontology, teleology/utilitarianism, virtue ethics, care ethics, and principlism.	Textbook Reading: Public Health Ethics: Cases Spanning the Globe, Chapters 1 & 2 Micro-lectures on ethical theories and principles	Ethics history and definitions quiz
3,8(b,c)	1	3. Distinguish between bioethical principles of beneficence/non-maleficence, autonomy, justice, veracity, and fidelity to an ethical situation.	Textbook Reading: Public Health Ethics: Cases Spanning the Globe, Chapters 1 & 2 Micro-lectures on ethical theories and principles	Ethics history and definitions quiz
3	1	4. Describe the development of public health ethics.	Textbook Reading: Public Health Ethics: Cases Spanning the Globe, Chapters 1 & 2	Ethics history and definitions quiz

			Micro-lectures on ethical theories and principles	
3,8(b,c)	2	5. Describe personal values and ethical perspectives in discussion board.	Humanmetrics Jung Typology Test	Discussion board
3,8(b,c)	1.	6. Identify common ethical questions and tensions in public health ethics.	Textbook Reading: Public Health Ethics: Cases Spanning the Globe, Chapters 1 & 2	Discussion board
Module 2				
8(b,c)	2	1. Identify personal areas of strength and challenges in working with teams through discussion.	Article: My moral compass and ethical decision making in public health. Lee (2014). Article: My moral compass and ethical decision making in public health. Lee (2014). Clark Civility Index for Students, Pg. 1	Discussion board #1
3,8(b,c)	1	2. Distinguish principles of public health ethics from ethics in other health care professions.	Principles of the Ethical Practice of Public Health, pp. 2-4, 7-8. Public Health	Discussion board #1

			<p>Leadership Society (2002).</p> <p>Ethics code for your discipline (e.g. nursing, medicine, biologic or sociologic research).</p>	
3,8(b,c)	3	3. Apply a structured decision-making process to a public health ethics case.	<p>Textbook: Public Health Ethics: Cases Spanning the Globe, Section 1.6 (pp.28-32): A Three-Step Approach to Public Health Decision Making.</p> <p>Section 3.1-3.5(pp. 61-73) Case 4: Black-White Infant Mortality: Disparities, Priorities, and Social Justice</p>	Discussion board #2
3,7,8(b,c)	1,4	4. Examine ethical issues related improving population health and distributing health fairly	<p>Micro lecture summarizing issues related to Resource Allocation and priority setting.</p> <p>Case 4: Black-White Infant Mortality: Disparities,</p>	Discussion board #2

			Priorities, and Social Justice	
Module 3				
8 (b,c)	2	1. Acknowledge one's own beliefs about health practices in the identified case study through reflection.		Reflection Journal
	2,4	2. Develop a personal plan to improve skills in civil discourse through reflection.		Reflection Journal
3,8(b,c)	3	3. Examine the ethical tension between individual rights and community interests in the discussion board.	<p>Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 4.1-4.8 (pp. 95-102)</p> <p>Case 4: Decoding Public Health Ethics and Inequity in India: A Conditional Cash Incentive Scheme—Janani Suraksha Yojana</p> <p>Micro lecture summarizing issues related to Disease Prevention and Control</p> <p>Work with a team on the discussion board to analyze the ethical</p>	Discussion Board

			<p>dimensions of an example case of disease prevention and control, formulate alternative course of action, make a decision, and provide justification for the decision.</p>	
3,7,8(b,c)	3,5	<p>4. Examine tensions related to cultural beliefs and practices and community interests in public health in the discussion board.</p>	<p>Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 4.1-4.8 (pp. 95-102)</p> <p>Case 4: Decoding Public Health Ethics and Inequity in India: A Conditional Cash Incentive Scheme—Janani Suraksha Yojana</p> <p>Micro lecture summarizing issues related to Disease Prevention and Control</p> <p>Work with a team on the discussion board to analyze the ethical dimensions of an example case of disease prevention and</p>	Discussion Board

			control, formulate alternative course of action, make a decision, and provide justification for the decision.	
3,7,8(b,c)	5	5. Analyze the impact of government in incentives or disincentives related to public health behaviors.	<p>Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 4.1-4.8 (pp. 95-102) Case 4: Decoding Public Health Ethics and Inequity in India: A Conditional Cash Incentive Scheme—Janani Suraksha Yojana</p> <p>Micro lecture summarizing issues related to Disease Prevention and Control</p> <p>Work with a team on the discussion board to analyze the ethical dimensions of an example case of disease prevention and control, formulate alternative course of action,</p>	Discussion board

			make a decision, and provide justification for the decision. Micro lecture Introduction to <i>My Spirit Took You In: The Romance that Sparked an International Epidemic of Fear</i>	
Module 4 3,8(b,c)	1	1. Describe the impact of marketing on vulnerable populations in the discussion board.	Podcast: Hidden Brain: This is your Brain on Ads—How Media Companies Hijack your Attention	Grocery store child marketing assignment.
3,8(b,c)	3	2. Examine the tension between personal responsibility and paternalism in the discussion board.	Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 5.1-5.6 (pp. 137-151) Case 1: Municipal Action on Food and Beverage Marketing to Youth Micro lecture summarizing issues related to Chronic Disease Prevention and Health Promotion	Discussion board #1

			Work with a team on the discussion board to analyze the ethical and socioeconomic dimensions of an example case of chronic disease prevention and health promotion, formulate alternative course of action, make a decision, and provide justification for the decision.	
3,8(b,c)	3,4	3. Examine the tension between government regulation and market forces in the discussion board.	Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 5.1-5.6 (pp. 137-151) Case 1: Municipal Action on Food and Beverage Marketing to Youth Micro lecture summarizing issues related to Chronic Disease Prevention and Health Promotion	Discussion board #1

			Work with a team on the discussion board to analyze the ethical and socioeconomic dimensions of an example case of chronic disease prevention and health promotion, formulate alternative course of action, make a decision, and provide justification for the decision.	
3,7,8(b,c)	4	4. Co-create a plan with teammates to enhance team effectiveness in civil discourse and problem solving.	Clark Civility Index for Students, pg. 2 Co-create norms for civil discourse on the discussion board	Discussion board #2
Module 5				
7,8(b,c)	2	1. Acknowledge personal values and biases about vulnerable populations through reflection.	Book: <i>My Spirit Took You In: The Romance that Sparked an International Epidemic of Fear</i> Micro lecture describing intellectual empathy and	Reflection journal

			<p>cultural competence.</p> <p>Micro lecture: What is Poverty? When helping hurts.</p>	
3,7,8(b,c)	2	2. Compare and contrast different conceptual definitions of vulnerability.	<p>Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 7.1-7.6 (pp. 203-210)</p> <p>Article: Elucidating the Concept of Vulnerability: Layers not Labels. Luna (2009)</p> <p>Micro lecture describing intellectual empathy and cultural competence.</p> <p>Micro lecture: What is Poverty? When helping hurts.</p>	Reflection journal
3,7,8(b,c)	2,3	3. Discuss the lived experience of a vulnerable family experiencing a public health crisis.	<p>Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 7.1-7.6 (pp. 203-210)</p> <p>Selected broadcast</p>	Discussion board

			<p>newsclips from the Dallas Ebola case of 2014.</p> <p><i>Book: My Spirit Took You In: The Romance that Sparked an International Epidemic of Fear</i></p> <p>Micro lecture describing intellectual empathy and cultural competence.</p> <p>Micro lecture: What is Poverty? When helping hurts.</p>	
3,7,8(b,c)	1	4. Discuss ethical considerations for public health professionals working with the media in the face of a potential public health crisis.	<p>Selected broadcast newsclips from the Dallas Ebola case of 2014.</p> <p><i>Book: My Spirit Took You In: The Romance that Sparked an International Epidemic of Fear</i></p>	Discussion board
Module 6				
3,8(b,c)	3	1. Examine the impact of governments and multinational corporations on global health in the discussion board.	Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 8.1-8.4 (pp. 241-253)	Discussion board

			<p>Case 1: The Ethics of HIV Testing Policies</p> <p>Figure 5.1 (pg. 139)</p> <p>Micro lecture summarizing the history of globalization and human rights. Work with a team to analyze the ethical dimensions of an example case related to international collaboration for global health and propose alternative courses of action.</p> <p>Closing the gap in a generation: Health Equity Through Action on the Social Determinants of Health. World Health Organization Commission on Social Determinants of Health FINAL REPORT Executive Summary</p>	
3,7,8(b,c)	3,4,5	2. Apply the social determinants of health	Textbook Reading: Public Health Ethics:	Discussion board

		<p>framework to an ethical case.</p>	<p>Cases Spanning the Globe: Section 8.1-8.4 (pp. 241-253) Case 1: The Ethics of HIV Testing Policies</p> <p>Figure 5.1 (pg. 139)</p> <p>Micro lecture summarizing the history of globalization and human rights. Work with a team to analyze the ethical dimensions of an example case related to international collaboration for global health and propose alternative courses of action.</p> <p>Closing the gap in a generation: Health Equity Through Action on the Social Determinants of Health. World Health Organization Commission on Social Determinants of Health FINAL REPORT Executive</p>	
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			Summary	
3,7,8(b,c)	3,4	3. Evaluate the feasibility of closing the global gap in health equity in the discussion board.	<p>Reading: Closing the gap in a generation: Health Equity Through Action on the Social Determinants of Health. World Health Organization Commission on Social Determinants of Health FINAL REPORT Executive Summary</p> <p>Micro lecture summarizing the challenge to close the global health equity gap.</p>	Discussion board
	6	4. Illustrate personal areas of growth as a moral agent and public health team member.		Paper: My growth as a moral agent
7,8(b,c)	6	5. Formulate a plan for continued growth as a public health professional.		Paper: My growth as a moral agent

Module 7 3,8(b,c)	1	1. Identify ethical considerations in research on vulnerable populations in the discussion board.	<p>Article: Research Challenges and Bioethics Responsibilities in the Aftermath of the Presidential Apology to Survivors of the U.S. Public Health Services Syphilis Study at Tuskegee – Mays 2012</p> <p>Essay: Of Thanks and Forgiveness- Jones 2011</p> <p>Essay: The Tuskegee Syphilis Study as a "Site of Memory." Reverby 2011</p> <p>Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 9.1-9.5 (pp. 285-298). Review Section 2.3 (pp. 44-50).</p> <p>Case 4: Internet-Based HIV/AIDS Education and Prevention Programs in Vulnerable Populations:</p>	Discussion board #1
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			<p>Black Men Who Have Sex with Men</p> <p>Micro lecture summarizing issues related to Public Health Research and seminal cases in public health research ethics</p> <p>Work with a team to analyze the ethical dimensions of an example case of a case related to research in public health. and propose alternative courses of action.</p>	
3,8(b,c)	1	2. Evaluate areas where public health research and public health practice overlap in the discussion board.	<p>Textbook Reading: Public Health Ethics: Cases Spanning the Globe: Section 9.1-9.5 (pp. 285-298). Review Section 2.3 (pp. 44-50).</p> <p>Case 4: Internet-Based HIV/AIDS Education and Prevention Programs in Vulnerable Populations: Black Men Who</p>	Discussion board #1

			<p>Have Sex with Men</p> <p>Work with a team to analyze the ethical dimensions of an example case of a case related to research in public health. and propose alternative courses of action.</p>	
3,7,8(b,c)	4	3. Determine the priority ethical principles and choose a course of action in a contemporary public health issue.	Micro lecture summarizing contemporary case in public health ethics. Work with a team to analyze the ethical dimensions of an example contemporary case in public health and propose alternative courses of action.	Discussion board #2
3,8(b,c)	6	4. Demonstrate self-awareness of resilience in facing ethical challenges through reflection.		Reflection journal

Course Schedule and Due Dates (Central Time)

Course or Module Activity	Due Date
Module One (All Courses)	
Attestation Statement	Wednesday 23:59
Discussion Board 1- Introduction	Not a graded assignment. May be done anytime.
Humanmetrics Jung Typology Test	Wednesday 23:59
Team Survey	Wednesday 23:59
Ethics Theories and Principles and Public Health Tensions Readiness Assessment Quiz	Saturday 23:59
Module Two	
Assignment: Clark Civility Index for Students and Classmates, Part 1: Self-Assessment	Tuesday 23:59
Discussion Board 2a – Meet Your Team	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues
Discussion Board 2b – Case Study on Resource Allocation and Priority Setting	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues Saturday 23:59 – come to agreement on the case and justify your decision
Module Three	
Discussion Board 3 – Case Study on Public Safety vs. Individual Rights	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues Saturday 23:59 – come to agreement on the case and justify your decision
Reflection Journal #1	Saturday 23:59
Grocery Store Child Marketing Assignment	Saturday 23:59
Module Four	
Assignment: Clark Civility Index for Students and Classmates, Part 2: Team Assessment	Tuesday 23:59
Discussion Board 4a: Case Study on Chronic Disease Prevention and Health Promotion	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues Saturday 23:59 – come to agreement on the case and justify your decision
Discussion Board 4b: Co-Creating Norms for Team Civility	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues Saturday 23:59 – come to agreement on norms for

Course or Module Activity	Due Date
	your team
Module Five	
Discussion Board 5: Vulnerable and Marginalized Populations	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues Saturday 23:59 – come to agreement on the case and justify your decision
Reflection Journal #2	Saturday 23:59
Module Six	
Discussion Board 6: Closing the gap in Global Health Equity in a Generation: Is it Feasible?	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues Saturday 23:59 – come to agreement on the question and justify your decision
Signature Assignment: My Growth as a Moral Agent	Saturday 23:59
Module Seven	
Discussion Board 7a: Case study on Ethics in Public Health Research	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues Saturday 23:59 – come to agreement on the case and justify your decision
Discussion Board 7b: Hot Topic in Public Health Ethics	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues Saturday 23:59 – come to agreement on the case and justify your decision
Reflection Journal #3: Final Reflections	Saturday 23:59

As instructor of record in this course I reserved the right to adjust the above schedule in any way that I deem necessary to support the learning needs of the students.

Grading and Evaluation

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

Course Grading Scale

A = 90-100
B = 80-89.99
C = 70-79.99
D = 60-69.99
F = Below 60

Final grades are not rounded up.

Required Components for Course Credit	Weight / Percentage Value Within the Course
Ethics Theories and Principles and Public Health Tensions Readiness Assessment Quiz	5%
Humanmetrics Jung Typology Test	2%
Team Survey	2%
Clark Civility Index for Students and Classmates Part 1: Self Assessment	3%
Clark Civility Index for Students and Classmates Part 2: Team Assessment	3%
Grocery Story Child Marketing Assignment	5%
Discussion boards	50%
Reflection Journals	15%
My Growth as a Moral Agent and Team Member	15%
Total Percentage Possible	100.00%

Late Assignments / Assessments / Tests

Assignments submitted after the due date will be subject to a 10-point deduction per calendar day, up to 3 days after the due date. Assignments that are more the 3 days late will be assigned a grade of zero.

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.

<http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

<http://www.uta.edu/deanofstudents/student-complaints/index.php>.

Assignments and Assessments

Descriptions of major assignments and examinations:

Assignment Type	Assignment	% of Final Grade	Assignment Description/Submission and late penalties
Class Preparation	Ethics Theories and Principles and Public Health Tensions Readiness Assessment Quiz	5%	This quiz will assess your readiness to use Ethical Theories and Principles in course discussions throughout the class.

	Humanmetrics Jung Typology Test	2%	You will complete the web-based survey and submit your results on Blackboard. Results will be used to assign you to a team.
	Team Survey	2%	You will complete the short survey and submit your results on Blackboard. Results will be used to assign you to a team.
	Clark Civility Index for Students and Classmates Part 1: Self Assessment	3%	You will complete the short survey and submit your results on Blackboard. You will use your results to reflect on your effectiveness as a team member.
	Clark Civility Index for Students and Classmates Part 2: Team Assessment	3%	You will complete the short survey and submit your results on Blackboard. You will use your results to discuss improving the effectiveness of your team.
	Grocery Story Child Marketing Assignment	5%	You will go to your local grocery store collect some information from food products that are marketed to children. Details for this assignment are posted on Blackboard.
Teamwork	Discussion boards	50%	There are a total of 9 graded discussion boards in this course. You will work with a team on the discussion boards to address questions and make decisions about your team functioning and about ethical cases.
Personal Reflection	Reflection Journals	15%	You will be asked to reflect on the class discussion and complete 3 journals. Each journal is worth 5% of the course grade. Each student will complete his or her journals using Microsoft Word and submit on Blackboard. Specific reflection questions and grading rubrics can be found on Blackboard. Each journal may take you up to 2 hours to complete.
Signature Assignment	My Growth as a Moral Agent and Team Member	15%	You will write a self-assessment paper describing your ability to act as an effective moral agent and to

			work with a team of colleagues to make difficult decisions. A detailed description of the paper and the grading rubric are available on Blackboard. The signature assignment may take you 8-10 hours to complete.
	Total Percentage Possible	100.00%	

Blackboard Required

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

Technical Problems

Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment (case study or discussion board) or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day. All technical issues must be resolved prior to an assignment or test due date and time. Assignments or tests which are submitted late secondary to technical issues may not be accepted and/or are subject to a point deduction up to and including a zero.

Central Standard Time Zone

The University of Texas at Arlington is located in the central time zone. As such all due dates and times are based on the central time zone. All students regardless of their physical location are required to adhere to the central time zone due dates and times. It is the student's responsibility to know, in which time zone they are located, how it differs from the central time zone, and to ensure they follow the due dates and times accordingly. **Late assignments or tests will not be accepted if the student encounters difficulties due to time zone discrepancies.**

Plagiarism

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently, the use of quoted sentences will result in a point deduction up to and including a zero. SafeAssign is an electronic system which helps to identify plagiarized assignments. All student assignments are subject to being submitted to SafeAssign at any time to evaluate for plagiarism. Plagiarism may also be determined by reviewing references directly and does not require the use of SafeAssign.

Attendance Policy

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines. The course has been developed to be delivered completely online. There are no mandatory in class attendance requirements however you are required to meet the established assignment due dates. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Course Expectations

The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning, and, the pace at which one works. While having completed various and diverse learning experiences, particularly online learning, may provide students an advantage, these same students sometimes find themselves having to "unlearn" practices that are not supported by the most recent evidence or research.

It is recommended that students schedule a minimum of 15-20 hours per week to study and complete their online content in this course, however, some weeks may require fewer hours and other weeks may require more hours.

BSPH Program Expectations

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

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 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/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>.

"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."

Student Code of Ethics

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

No Gift Policy

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

Online Conduct

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

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

APA 6th Edition

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

- <http://library.uta.edu/sites/default/files/apa2014.pdf>
- <http://libguides.uta.edu/apa>
- <http://library.uta.edu/how-to/paper-formatting-apa-st>

Librarian to Contact

- Raeanna Jeffers, 817-272-1563, raeanna.jeffers@uta.edu
- Peace Williamson, 817-272-6208, peace@uta.edu
- Lydia Pyburn, 817-272-7593, llpyburn@uta.edu
- Heather Scalf, 817-272-7436, scalf@uta.edu

Helpful Direct Links to the UTA Libraries' Resources

- Research Information on Public Health, <http://libguides.uta.edu/publichealth>
- Library Home Page, <http://library.uta.edu/>
- Subject Guides, <http://libguides.uta.edu>
- Ask Us, <http://ask.uta.edu>
- Database List, <http://libguides.uta.edu/az.php>
- Course Reserves, <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Catalog, <http://uta.summon.serialssolutions.com/#/>
- E-Journals, <http://pulse.uta.edu/vwebv/searchSubject>
- Library Tutorials, <http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus, <http://libguides.uta.edu/offcampus>
- Academic Plaza Consultation Services, <http://library.uta.edu/academic-plaza>
- Study Room Reservations: <http://openroom.uta.edu>

Resources often used by online students: <http://library.uta.edu/distance-disability-services>

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/aaofao/>). 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

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All

instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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

Non-Discrimination Policy

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

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>.

Student Success Faculty

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

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

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by UTA Police regarding the options and strategies we can all use to stay safe during difficult situations. <https://police.uta.edu/activeshooter>.

Student Support Services

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

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>.

Title IX

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.*

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/>

Faculty and Staff Contact

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For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.