**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**Department of Kinesiology**

# KINE 4357-500 Professional Development for the Public Health Workforce

# Course Syllabus – Accelerated Online Spring 2019

## Instructor

Becky Garner, DrPH, CPH

## Office Number

MAC 114

## Office Telephone Number

## 817-272-1705

## Email Address

## 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 4357-500

## 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

The development and operational systems and processes in public health programs and facilities will be presented, including: concepts and experiences necessary for success in the workplace, community dynamics, independent work and development of a personal work ethic, networking and professional communication, and teamwork. The student will participate in multiple career readiness learning experiences through a co-curricular collaboration with UTA Career Services.

## Student Learning Outcomes

## Students will synthesize, demonstrate 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. (Individual Timeline Assignment, Professional Informational Interview, Final Reflection Discussion, Team-based learning assignments)

## Students will integrate, synthesize and apply knowledge through experiential learning activities. (Professional Informational Interview, Service Learning Volunteer activity)

## Students will develop networking skills through participation in volunteer, experiential and team-based project management (Professional Informational Interview, Service Learning Volunteer activity, Elevator Speech and Discussion Board communications)

## Students will work with a team to locate and use public health information to create and implement educational public health information components in a form of communication designed for diverse audiences. (Public Health Careers Resource Guide)

## Identify and implement two to three UTA Career Center resources or programs to support the student’s current stage of career development and clearly articulate their career options and goals. (Interview Stream assignment, Linked-In Profile Update assignment, Resume' and Cover Letter Feedback)

## Upon completion of the course, the student will have gained essential knowledge about major topics related to preparation for the public health workforce. Additional topics to include workplace dynamics, procedures and processes in order to provide the student with background related to organizational culture and change. Through readings, class discussions, reflection and experiential learning opportunities outside the course content, students will gain the skills for thinking critically and strategically about their own individual planning and self-advocacy as they prepare to enter the public health workforce.

## Required Textbooks and Other Course Materials

1. *Umiker's Management Skills for the New Health Care Supervisor, Seventh Edition, 2018. Author: Charles R. McConnell.*

**ISBN13: 9781284121322**

**ISBN10: 1284121321**

1. *The Public Health Survival Guide.* Free access to eBook:<https://login.ezproxy.uta.edu/login?url=http://dx.doi.org/10.1093/oso/9780190697211.001.0001>
2. *101+ Public Health Careers.* Free access to eBook: <https://login.ezproxy.uta.edu/login?url=https://search.credoreference.com/content/title/spcph?tab=contents&institutionId=1734>
3. 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.

**Other Requirements**

This course is offered in entirety as an online format through Blackboard. It is a requirement and responsibility of each student to have access to a computer and a high speed Internet connection on a daily basis. Review UT Arlington’s hardware recommendations: <http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php> and Blackboard’s browser requirements: <http://www.uta.edu/blackboard/browsertest/browsertest.php>.

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

**Description of Major Assignments:**

The course has three major assignments, all of which are scaffolded across the course. The KINE 4357 Service Learning Volunteer Action Plan requires that you perform four hours of volunteer work in a public health-related agency or organization in your community. The KINE 4357 Team-Based Learning Project requires you to work with a team to develop four public health career write-ups. These write-ups will be compiled to create a resource guide that our class will present to UTA Lockheed Martin Career Services Center. The final major assignment is KINE 4357 Job Interview Preparation, a series of four assignments designed to support development of your professional resume’, cover letter, LinkedIn Profile and assist you in preparation for job interview readiness. (Refer to table below)

|  |
| --- |
| **KINE 4357 AO Course Assignments Sequence** |
|  |  |  |  |  |  |  |  |
| **Assignment****Descriptions** | **Module One** | **Module Two** | **Module Three** | **Module Four** | **Module Five** | **Module Six** | **Module Seven** |
|  |  |  |  |  |  |  |  |
| **KINE 4357 Service Learning Volunteer Action Plan** | Assignment 1.1: KINE 4357 Service Learning Project Part I: Individual Action Plan Review/Getting Organized |  | Assignment 3.1: KINE 4357 Service Learning Project Part II | Assignment 4.3: KINE 4357 Service Learning Project Part III: Final Planning and Preparation |  | Assignment 6.1: KINE 4357 Service Learning Project Part IV: Carry Out the Plan | Discussion Board 7.1: Looking Back…KINE 4357 Final Reflections  |
|  |  |  |  |  |  |  |  |
| **KINE 4357 Team-Based Learning Project: Public Health Career Resource Guide** |  | Assignment 2.1: Public Health Career Resource Guide Part I: Team Contract | Assignment 3.2: Public Health Career Resource Guide Part II: Develop Team Plan/Choose Careers |  | Assignment 5.1: Public Health Career Resource Guide Part III: Career Write-ups/Working Draft due |  | Assignment 7.1: Public Health Career Resource Guide Final Version and Submission |
|  |  |  |  |  |  |  |  |
| **KINE 4357 Job Interview Preparation Assignments** |  |  | Assignment 3.3: Job Interview Preparation | Assignment 4.2: LinkedIn Profile | Assignment 5.2: Job Interview/Final Documents | Assignment 6.2: Interview Stream |  |

**Course Outcomes and Performance Measurement:**

| **Course Objective(s)** | **Module Number and Objective(s)** | **Assignment (Practice)** | **Assessment Item****(Showing Mastery)** |
| --- | --- | --- | --- |
| 1. **Students will synthesize, demonstrate 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.**
 | Module One: Learning Objectives 2,3,6 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Assignment 1.1
* Discussion Board 1.2
 |
|  | Module Two Learning Objectives 1,3 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 2.2: How Do YOU Learn? Sharing our Personal Learning Styles
* Assignment 2.2: Personal Learning Style Inventory
 |
|  | Module Three Learning Objectives 1,2,3,4,5 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 3.1: Core Values and Diversity in the Workforce
* Assignment 3.1: KINE 4357 Service Learning Project Part II
* Assignment 3.3: Job Interview Document Drafts/Interview Stream Preparation
 |
|  | Module Four Learning Objectives 4,5 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Assignment 4.3: KINE 4357 Service Learning Project Parts III-IV
 |
|  | Module Five: Learning Objectives 1,2,5 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 5.1: Improving the Health of My Community
 |
|  | Module Six: Learning Objectives 1,2,4 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 6.1: Shared Workplace Experiences
* Assignment 6.1: KINE Service Learning Project Part V
 |
|  | Module Seven: Learning Objectives 1,3 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 7.1: Looking Back and Looking Ahead…KINE 4357 Final Reflections
 |
| 1. **Students will integrate, synthesize and apply knowledge through experiential learning activities.**
 |  |  |  |
|  | Module Five Learning Objective 2 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 5.1: Improving the Health of My Community
 |
|  | Module Six Learning Objectives 1,2 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Assignment 6.1: KINE 4357 Service Learning Project Part V: Carry Out the Plan/Network with a Public Health Professional
 |
|  | Module Seven Learning Objectives 1,2 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 7.1: Looking Back and Looking Ahead…KINE 4357 Final Reflections
 |
| **3. Students will develop networking skills through participation in volunteer, experiential and team-based project management.** | Module One Learning Objectives 1,3 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 1.1: Introduce Yourself/Recorded Elevator Speech
 |
|  | Module Two Learning Objective 3 | * Module Introduction Lecture
* Chapter readings

Module videos | * Discussion Board 2.2: How do YOU Learn? Sharing our Personal Learning Styles
* Assignment 2.1: UTA Career Services Public Health Resource Guide Part I: Team Contract
* Assignment 2.2: Personal Learning Style Inventory
 |
|  | Module ThreeLearning Objectives 2,3,5 | * Module Introduction Lecture
* Chapter readings

Module videos | * Discussion Board 3.1: Core Values and Diversity in the Workforce
* Assignment 3.2: UTA Career Services Public Health Resource Guide Part II
* Assignment 3.3: Job Interview Document Drafts and Interview Stream Preparation
 |
|  | Module Four Learning Objectives 1,2,4,5 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 4.1: LinkedIn Profile/Feedback from Your Classmates
* Assignment 4.2: LinkedIn Profile
 |
|  | Module Five Learning Objectives 3,4,5 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 5.1: Improving the Health of My Community
* Assignment 5.1: Career Write-ups for UTA Career Services Public Health Resource Guide
* Assignment 5.2: Job Interview Final Documents
 |
|  | Module Six Learning Objective 3 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Assignment 6.1 KINE 4357 Service Learning Project Part V: Carry Out the Plan/Network with a Public Health Professional
 |
|  | Module Seven Learning Objectives 1,3,6 | * Module Introduction Lecture
* Chapter readings
* Module videos
 | * Discussion Board 7.1: Looking Back and Looking Ahead…KINE 4357 Final Reflections
* Assignment 7.1: Public Health Career Resource Guide: Final Submission of Career Write-ups
 |
| **4. Students will work with a team to locate and use public health information to create and implement educational public health information components in a form of communication designed for diverse audiences.** |  |  |  |
|  | Module TwoLearning Objective 3 | * Module Introduction Lecture
* Chapter readings
 | * Assignment 2.1: UTA Career Services Public Health Resource Guide Part I: Team Contract
 |
|  | Module ThreeLearning Objective 2 | * Module Introduction Lecture
* Chapter readings
 | * Assignment 3.2: UTA Career Services Public Health Resource Guide Part II
 |
|  | Module Five Learning Objectives 3,4 | * Module Introduction Lecture
* Chapter readings
 | * Assignment 5.1: Career Write-ups for UTA Career Services Public Health Resource Guide
 |
|  | Module Seven Learning Objective 6 | * Module Introduction Lecture
* Chapter readings
 | * Assignment 7.1: Public Health Career Resource Guide: Final Submission of Career Write-ups
 |
| **5. Identify and implement two to three UTA Career Center resources or programs to support their current stage of career development and clearly articulate their career options and goals.** |  |  |  |
|  | Module Three Learning Objective 3 | * Module Introduction Lecture
* Chapter readings
* Videos
 | * Assignment 3.3: Job Interview Document Drafts and Interview Stream Preparation
 |
|  | Module Four Learning Objectives 1,2 | * Module Introduction Lecture
* Chapter readings
* Videos
 | * Discussion Board 4.1: LinkedIn Profile/Feedback from Classmates
* Assignment 4.2: LinkedIn Profile
 |
|  | Module Five Learning Objective 5 | * Module Introduction Lecture
* Chapter readings
* Videos
 | * Assignment 5.2: Job Interview Final Documents
 |
|  | Module Six Learning Objectives 2,5 | * Module Introduction Lecture
* Module videos
 | * Assignment 6.2 Interview Stream Completion and Submission for Feedback from UTA Career Services
 |

**Participation**

During each module, 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. Class participation and Discussion Board activities total 20% 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. Class participation…………………………………………… (20%)
	1. Class discussions (10%)
	2. Assignments 2.2 and 4.1 (10%)
2. Major assignments: ……………………………………….…. (70%)
	* KINE 4357 Service Learning Volunteer Project
		+ Assignments 1.1, 3.1, 4.3, 6.1 and Discussion Board 7.1 (25%)
	* KINE 4357 Job Interview Preparation Assignments (25%)
		+ Assignments 3.3, 4.2, 5.2, 6.2
	* KINE 4357 Team-Based Learning Project: Public Health Career Resource Guide (20%)
		+ Assignments 2.1, 3.2, 5.1, 7.1
3. Module Quizzes………………………………….……….……(10%)

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 Total: 100%

**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 12-13 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%3A%5CUsers%5Colivier%5CAppData%5CLocal%5CTemp%5Cjmhood%40uta.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, 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.

## 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 4357

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, 145

Email address:  Kellerd@uta.edu

**Becky Garner, DrPH, CPH**

Director of BSPH Program

Maverick Activities Center, 114

Email address: beckyg@uta.edu

## Department of Kinesiology Support Staff

**Tanya Garcia**

Public Health Administrative Assistant I

Maverick Activities Center, 111

Email address: tanya.garcia@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 | [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 | [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 | [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., Jan. 14-20****Module One: Career Fundamentals** | * What is an action plan? How can I use that type of tool to support my academic and professional development?
* What is an elevator speech? Why is that important?
* Why are comprehensive policies a guiding force for an organization? What are some of the potential problems that might occur concerning policies?
* Personal core values
 | **As listed in Readings Folder** | * **Discussion Board 1.1**
	+ **Initial post due Wed., Jan. 16**
	+ **Peer comments due Sun., Jan. 20**
* **Discussion Board 1.2**
	+ **Initial post due Wed., Jan. 16**
	+ **Peer comments due Sun., Jan. 20**
* **Assignment 1.1**
	+ **Due Sun., Jan. 20**
* **Module One Quiz**
	+ **Due Sun., Jan. 20**
 |
| **Mon., Jan. 21-27** **Module Two: Employees, Teams and Safety in the Workplace** | * How do organizations promote employee safety?
* What factors must be considered when thinking about employee dynamics such as recruitment, on boarding, retention, motivation and incentives?
* How do organizations deal with problem employees?
* What is important to know when developing professional documents such as a resume' or cover letter?

  | **As listed in Readings Folder** | * **Discussion Board 2.1**
	+ **Initial post due Wed., Jan. 23**
	+ **Peer comments due Sun., Jan. 27**
* **Discussion Board 2.2**
	+ **Initial post due Wed., Jan. 23**
	+ **Peer comments due Sun., Jan. 27**
* **Assignment 2.1**
	+ **Due Sun., Jan. 27**
* **Assignment 2.2**
	+ **Due Sun., Jan. 27**
* **Module Two Quiz**
	+ **Due Sun., Jan. 27**
 |
| **Mon., Jan. 28-Sun., Feb. 3****Module Three: Leading and Managing a Diverse Workforce** | * How Does Employee Coaching Differ from Employee Counseling?
* Why is it Important for Your Personal Core Values to Align with Your Organization's Corporate or Organizational Values?
* What Incentives can be Implemented to Improve Employee Motivation?  What About Financial Incentives vs. Nonfinancial Rewards?
* Service Learning Volunteer Project Planning and Preparations
 | **As listed in Readings Folder** | * **Discussion Board 3.1**
	+ **Initial post due Wed., Jan. 30**
	+ **Peer comments due Sun., Feb. 3**
* **Assignment 3.1**
	+ **Due Sun., Feb. 3**
* **Assignment 3.2**
	+ **Due Sun., Feb. 3**
* **Assignment 3.3**
	+ **Due Sun., Feb. 3**
* **Module Three Quiz**
	+ **Due Sun., Feb. 3**
 |
| **Mon., Feb. 4-Sun., Feb. 10****Module Four: The Public Health Crisis Survival Guide/ Leadership and Management in Trying Times** | * "Crisis is a major part of the work in public health" (Sharfstein, 2018, p. x, preface)
* Crisis situations require creative thinking and problem-solving skills
* How would YOU react in a public health crisis?
* LinkedIn Profile
 | **As listed in Readings Folder** | * **Discussion 4.1**
	+ **Initial post due Wed., Feb. 6**
	+ **Peer comments due Sun., Feb. 10**
* **Assignment 4.1**
	+ **Due Sun., Feb. 10**
* **Assignment 4.2**
	+ **Due Sun., Feb. 10**
* **Assignment 4.3**
	+ **Due Sun., Feb. 10**
 |
| **Mon., Feb. 11-Sun., Feb. 17****Module Five:** **Employee Challenges and Conflicts** | * What types of challenges and conflicts are experienced by employees in healthcare and public health work settings?
* What are fundamental strategies for coping with conflict in the workplace?
* What impact can employees with poor attitudes have in the workplace?
* Resume’ and cover letter
 | **As listed in Readings Folder** | * **Discussion 5.1**
	+ **Initial post due Wed., Feb. 13**
	+ **Peer comments due Sun., Feb. 17**
* **Assignment 5.1**
	+ **Due Sun., Feb. 10**
* **Assignment 5.2**
	+ **Due Sun., Feb. 10**
* **Module Five Quiz**
	+ **Due Sun., Feb. 10**
 |
| **Mon., Feb. 18-Sun., Feb. 24****Module Six: From Budgets to Changing Dynamics in the Workplace** | * What is benchmarking? How does that concept relate to cost control?
* What is the difference between proper delegation and "dumping?"
* How can a virtual interview be of benefit to you?
* Network with a public health professional
 | **As listed in Readings Folder** | * **Discussion 6.1**
	+ **Initial post due Wed., Feb. 20**
	+ **Peer comments due Sun., Feb. 24**
* **Assignment 6.1**
	+ **Due Sun., Feb. 24**
* **Assignment 6.2**
	+ **Due Sun., Feb. 24**
* **Module Six Quiz**
	+ **Due Sun., Feb. 24**
 |
| **Mon., Feb. 25-Sun., March 1****REMINDER: THIS IS A SHORT WEEK. ALL ASSIGNMENTS ARE DUE BY FRI., MARCH 1****Module Seven: The Four “C’s”: Communication, Challenge, Consistency and YOUR Career** | * Why is communication considered the most important management skill?
* How can you develop and/or improve your "listening" skills? How will this make you a better, or more professional communicator?
* Completion of Public Health Career Resource Guide
* Final reflection
 | **As listed in Readings Folder** | * **Discussion 7.1**
	+ **Initial post due Wed., Feb. 27**
	+ **Peer comments due Fri., March 1**
* **Assignment 7.1**
	+ **Due Fri., Mar. 1**
* **Module Seven Quiz**
	+ **Due Fri., Mar. 1**
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