#

**Cumulative Experience KINE 4353**

Syllabus- SPRING 2019

**Course Description**

Individualized learning opportunity to integrate, synthesize, and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative, and scholarly or applied experience or inquiry projects that serves as an optimum point to the education experience. These experiences may include, but are not limited to internships, service-learning projects, senior seminars, portfolio projects, research papers, or honors theses. Students are encouraged to gain exposure to local-level public health professionals and/or agencies that engage in public health practice.

**Pre and Co-requisite Courses**

Prerequisites: KINE 2350, KINE 3350, KINE 3351, KINE 3352, KINE 3353, KINE 3354, KINE 4330, KINE 4352

Co-requisite: KINE 4354

**Instructor(s):** Brandie Green, Ph.D., MPH

**Office Number:** MAC 226

**Office Telephone Number:** (817)-272-3288; **The best way to contact me is via email.**

**Email Address:** **bgreen@uta.edu**

**Office Hours:** By appointment

**Faculty Profile:** <https://mentis.uta.edu/explore/profile/brandie-green>

**Section Information:** KINE 4353-001

**Time and Place of Class Meetings:** Wednesdays 4:00p.m. -5:20p.m. in the Science Hall (SH) 105 on the following dates:

January 16, 2019

January 23, 2019

January 30, 2019

February 6, 2019

February 20, 2019

March 6, 2019

March 20, 2019

April 3, 2019

April 10, 2019

April 17, 2019

April 24, 2019

**Student Learning Outcomes:** Upon completion of the course, the student will be able to:

1. Identify the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
2. Demonstrate the ability to locate, use, evaluate, and synthesize public health data and effectively communicate that data in both oral and written forms through a variety of media to diverse audiences.
3. Actively participate in a 75 hour project that is either research, service-learning, or project based with a local community partner and identify key aspects of that project to demonstrate their ability to integrate, synthesize, and apply vital public health information learned throughout the BSPH program.
4. Identify fundamental concepts of independent professional development and demonstrate professionalism and personal work ethic through a display of class presentations and projects.
5. Map community resources, assess needs, and synthesize community strengths and gaps in a team-based setting.
6. Identify stakeholders related to the Cumulative Experience project, identify their potential role in the goals of the community partner, and demonstrate the ability to effectively network with those stakeholders.

**Required Textbooks and Other Course Materials:** There is not an assigned textbook for this course. Assigned readings will be listed on Blackboard.

**Course Topics:**

Please see the **class schedule posted on Blackboard** for information about weekly topics, objectives, preparation, learning activities, assignments, and due dates for course requirements. An outline for each class (classroom and on-line) is posted on Black Board.

1. Cumulative Experience (CE) Introduction and Framework
2. Understanding the Community You Serve
3. Preparing for Your Public Health Career
4. How to Effectively Communicate Your Project Impact
5. Evaluating the Effectiveness of Your CE Experience
6. The Role of Stakeholders
7. CE Reflection

**Description of Major Assignments:**

**Class Participation:** During each class you are expected to substantively participate in course discussions. It is expected that students will: a) actively share thoughts and ideas, b) integrate course materials into discussions, c) share pertinent personal/professional experiences, d) pose questions/issues that provoke critical thought and analysis, e) post substantive comments related to the weekly content, and read, listen, and respond to the contributions of others.

**Website Review:** During Module 1, you will review the website of the community partner that you are conducting your cumulative experience with. This website review will be done via a checklist and will include such items as the ease of navigation of the website, the reliability of the information, and the overall formatting. At the end of the website evaluation, you will write a brief paragraph about your initial views of the effectiveness of the website from a Public Health perspective. **Website Review due January 23, 2019 by 11:59 p.m. CST.**

**Snapshot of CE Project and Expectations:** At the beginning of the semester you will write a brief summary of an overview of your community partner site as well as your expectations for your experience and the course for the semester. Your summary should be approximately 1-2 pages and submitted via Blackboard. **Snapshot of CE Project and Expectations due January 23, 2019 by 11:59 p.m. CST.**

**BSPH Class Presentation and Evaluation:** One of the most beneficial aspects of a career in public health is the ability to train or teach others about the importance of the field. As a result, you will be required to teach/inform a lower level class about your project at the end of the semester. It will be your responsibility to contact the instructor of the course and ask if you can present your topic for about 20-30 minutes during their class meeting time. The instructor of that course will evaluate your performance and submit their evaluation to me for grading. **BSPH Class Evaluations due April 24, 2019 by 11:59 p.m. CST.**

**Mid-Point Evaluation from Community Partner:** The mid-point evaluation from the community partners will include a checklist and an opportunity for your supervisor to express an accolades or areas of improvement for the student. The midpoint evaluation form will be given to the community partner by the student along with a sealed envelope and the student is responsible for returning the evaluation to the instructor. **Mid-Point Evaluations due on March 20, 2019 in class.**

**Mid-Point Reflection Paper and Video Update:** At the mid-point of the semester you will write a reflection paper to indicate your experience thus far with your community partner and on your assigned project. Your reflection should include your thoughts about the organization overall, how your current experience aligns with your public health passion, how your experience will propel you into your future public health career, where there are gaps in leadership or processes within the organization that you would like to address, and how you would address those gaps, and how this organizations makes an impact to its community. Your reflection paper should be 3-5 pages double spaced Times New Roman 12 pt. font. In addition to the reflection paper, you will also make a 1-2 minute video summarizing your experience and the impact on the community. You can be as creative as you would like with your video. **Reflection Paper and Videos due on March 20, 2019 at 11:59 p.m. CST. Videos will be presented in class.**

**Student Poster Presentation and Project Evaluation:** You will have an opportunity to present on your experience with your community partner and the lessons that you learned from your experience at the end of the semester. You will prepare a poster and will have a chance to evaluate your experience. **The Project Evaluations are due on April 17, 2019 at 11:59 p.m. CST. The Poster Presentations will take place on April 24, 2019.**

**Cumulative Experience E-Portfolio:** Your final deliverable will be an E-Portfolio that encompasses most of your work from the semester. **Your E-Portfolio is due on May 1, 2019 at 11:59 p.m. CST**. The E-Portfolio will be housed in Google Docs and will include the following documents (additional information for each assignment will be given out during class):

* CE Action Plan (a template will be provided for you to follow)
* Literature Review
* Community Mapping Tool
* Photo Voice (Story Map)
* Updated Linked-In Profile (Resume)
* White Paper
* Stakeholder Interview (a template will be provided for you to follow)
* Final Paper

**Attendance:** 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, I have elected not to take attendance. In-class discussion, case studies, in-class activities, class presentations, and reading quizzes total 20% of your overall grade. If you are not in class, you will not receive class participation points.** 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.

**Grading**: 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; see “Student Support Services,” below.

**Grade Evaluation**

1. In class participation…………………………………………………………………….(20%)
	1. Class discussions
	2. In-class quizzes
	3. In-class activities
	4. In-class presentations
2. Website Review and Snapshot of CE Project and Expectations...………………............. (5%)
3. CE Action Plan………………………….…………………………………….……….....(5%)
4. BSPH Class Presentation and Evaluation…………………………………….……….....(5%)
5. Mid-Point Evaluation from Community Partner…………………………………….…...(5%)
6. Mid-Point Reflection Paper and Video Update..…………………………………….…...(5%)
7. Student Poster Presentation and Project Evaluation……………………………….........(10%)
8. Cumulative Experience E-Portfolio: ………………………………………………....... (45%) total
	1. CE Action Plan Completion (already accounted for)
	2. Literature Review (5%)
	3. Community Mapping Tool (5%)
	4. Photo Voice (Story Map) (5%)
	5. Updated Linked-In Profile (Resume) (5%)
	6. White Paper (10%)
	7. Stakeholder Interview (5%)
	8. Final Paper (10%)

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 Total: 100%

**Grades:**

A 90-100

B 80-89

C 70-79

D 60-69

F below 60

**Make-up work**: If a student misses an exam/assignment, arrangements must be made PRIOR to the missed assignment. \***The exception for this policy is the final project. NO LATE SUBMISSIONS will be accepted. In-class participation is not available for makeup.**

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>; for graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

Spring 2019

KINE 4353

Cumulative Experience Timeline

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| --- | --- | --- | --- |
| Date | Module  | Class Activities/Assignment(s) | Major Activities |
| January 16, 2019 | Module 1: CE Introduction and Framework | * Class Introductions
* Review Syllabus
* Review CE Expectations
* Website Review of Community Partner
* Develop an Action Plan for CE Experience
* Write Up a Snapshot of Your CE Project
 | * Cumulative Experience Goals
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| January 23, 2019 | Module 1: CE Introduction and Framework | * How to Write an Evidenced Based Literature Review
* Communicating Scholarly Information to Lay Audiences
 | * Website Review of Your Community Partner Due
* Snapshot of Your CE Project and Expectations Due
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| January 30, 2019 | Module 2: Understanding the Community You Serve | * Work on a Community Asset Map Based on Your Community Partner/Organization
 | * Literature Review Due
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| February 6, 2019  | Module 2: Understanding the Community You Serve  | * Developing a White Paper
* Using a Community Mapping Tool to Build a Photo Voice (Story Map)
 | * Work on Community Mapping tool and Photo Voice (Story Map)
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| February 20, 2019 | Module 3: Preparing for Your Public Health Career | * Public Health Panel: How to Effectively Portray Yourself and Prepare for Your Public Health Career (Becky and Yvette facilitate groups) with refreshments
 | * Community Mapping Tool Due
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| March 6, 2019 | Module 4: How to Effectively Communicate Your Project Impact | * Presentation of Photo Voice (Story Maps)
 | * Photo Voice (Story Maps) Due
* (Plan time to present your CE project in another BSPH course)
 |
| March 20, 2019 | Module 4: How to Effectively Communicate Your Project Impact  | * CE Video Presentations
 | * Present CE Project Update Video to Class
* Community Partner Mid-Point Evaluation
* Mid-Point Reflections Due
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| April 3, 2019 | Module 5: Evaluating the Effectiveness of Your CE Experience | * Lunch with Community Partners (Class from 11:30-1:30)
 | * Community Partners Lunch and Presentations
 |
| April 10, 2019 | Module 5: Evaluating the Effectiveness of Your CE Experience | * Evaluation Processes
 | * Submit Updated Linked-In Profile
* White Paper Due
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| April 17, 2019 | Module 6: The Role of Stakeholders | * What is a Stakeholder and What Impact can they have on Public Health Organizations?
 | * Project Evaluation Due
 |
| April 24, 2019 | Module 6: The Role of Stakeholders | * Public Health Professionals Discussion Panel
* Wrap-up Session With Poster Presentation
 | * Stakeholder Interview Assignment Due
* Instructor Evaluation of Class Presentations Due
 |
| May 1, 2019 | Module 7: CE Reflection  | * Evaluation Component and Final Deliverables
 | * Turn in E-portfolio and Final Paper
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**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 ().

**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%5Channabas%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5C697W32M3%5Cjmhood%40uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses 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 in their courses by 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 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/>.

**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>.

**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/>

**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:** 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 Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located immediately outside the classroom door. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**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 [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket%40exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**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.