# College of Nursing and Health Innovation. Bachelor of Science in Public Health. There are three photos. One is a woman handing a can of food to another person, the second photo is multiple people holding up a globe, and the third photo is a man riding a bicycle.

# KINE 3350: Urbanization and Vulnerable Populations

Fall 2019

## Instructor Information

### Instructor(s):

Brandie Green, Ph.D., MPH

### Office Number:

MAC 226

### Office Telephone Number:

817-272-3314

### Email Address:

bgreen@uta.edu

### Faculty Profile:

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

### Virtual Office Hours:

Office Hours by Appointment Only

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.

### 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.

## Course Information

### Section Information:

KINE 3350-500

### Pre and Corequisite Courses:

There are no prerequisites for this course.

### Credit Hours:

3

### Time and Place of Class Meetings:

All course materials and content will be 100% online. This course has **required assignments** that require you to participate in out of class activities. Examples might include activities such as interview or other in-person assignments, windshield reports or volunteer work in your community.

### Description of Course Content:

This course provides an investigation into the diversity of individuals and populations in a community. This investigation includes an analysis on how diversity may influence policies, programs, services, and the health of the community, and the importance for a diverse public health workforce.

### Required Textbooks and Other Course Materials:

Shi, L., & Stevens, G. D. (2011). Vulnerable populations in the United States (2nd ed.). San Francisco, CA: John Wiley & Sons.

### Student Learning Outcomes:

# Course Outcomes:

1. Identify urbanization trends and how they impact health status and access to health care
2. Identify populations that are vulnerable and the variables that impact their health
3. Determine the difference between equality and equity and the major risk factors for vulnerability
4. Summarize social (ethnic/racial/cultural) and economic disparities as determinants of health among individuals and sub-populations
5. Determine how vulnerable populations and health disparities are created and maintained
6. Analyze social and health policies to determine how they impact health to create vulnerability
7. Demonstrate methods to communicate health messages to vulnerable populations.

| **BSPH UTA Program Outcome** | **Course Outcome** | **Module Objective** | **Activity (Practice)** | **Assessment (Showing Mastery)** |
| --- | --- | --- | --- | --- |
| *Insert the Program Outcome # (from list above) that is aligned with the module objective to the right.* | *Insert the Course Outcome # (from list above) that is aligned with the module objective to the right.* | *Copy and paste module outcomes,* ***one per row,*** *in this column.* | *Put the name of the activity that helps students to achieve an understanding of this module outcome. (Reading, watching, etc.)* | *Put the name of the graded assignment students complete to demonstrate their understanding of this module outcome.* |
| 1,2,3 | 4 | Define public health | Reading, watching videos, completing module essay | Module Essay |
| 1,2,3 | 4 | Characterize the association between public health and population health | Reading, watching videos, completing module essay | Module Essay |
| 1,2,3,7,10 | 4 | Explain the social determinants of health and how they impact health status | Reading, watching videos, completing module essay | Module Essay |
| 1,3,4,7 | 6 | Demonstrate how the past contributions of public health contributed to protocols for ethical issues in the field | Reading, watching videos, completing module essay, participating in discussion post | Module Essay, Discussion post |
| 1,2,7,10 | 1 | Evaluate through examples how the different forms of urbanization can impact populations and their health status | Reading, watching videos, completing module essay | Module Essay |
| 1,2,7,10 | 1 | Explain food deserts and how they relate to urbanization and public health | Reading, watching videos, participating in the discussion posts, project research | Module Essay, Public health intervention project |
| 1,2,7,10 | 1 | Explain Blue Zones and how they relate to urbanization and public health | Reading, watching videos, participating in the discussion posts, project research | Module Essay, Public health intervention project |
| 1,2,3,4,7,8 | 3 | Identify the difference between equity and equality | Reading, watching videos, module essay | Module Essay |
| 1,2,3,4,7,8 | 2,3 | Analyze the rationale for studying vulnerable populations and know the risks factors associated with them | Reading, watching videos, module essay, experiential learning activity, project research | Module essay, Public health intervention project, experiential learning activity |
| 1,2,3,4,7,8 | 4 | Define vulnerability and how it can be applied to the field of public health | Reading, watching videos, module essay | Module essay, Public health intervention project, experiential learning activity |
| 1,2,3,7,10 | 2,5 | Illustrate the characteristics of a vulnerable population | Reading, watching videos, module essay, project research | Public health intervention project, module essay |
| 1,2,3,7,10 | 2,5 | Examine through module readings and the videos the evidence of health disparities in health care access, quality, and health outcomes | Reading, watching videos, module essay, project research | Public health intervention project, module essay |
| 1,2,3,7,10 | 2,5 | Evaluate the effects that race/ethnicity, SES, and lack of health insurance have on health outcomes | Reading, watching videos, module essay, project research | Public health intervention project, module essay |
| 1,2,3,6,7,8,10 | 5,6,7 | Illustrate some of the communication strategies that are currently used in public health to serve those that are considered vulnerable | Reading, watching videos, participating in the discussion posts | Communication Activity, Public health intervention project |
| 1,2,3,6,7,8,10 | 5,6,7 | Analyze the effectiveness of public health communication strategies by completing an activity in which the student explains the target audience, the aim of the public health ad, and its effectiveness | Reading, watching videos, participating in the discussion posts | Communication Activity, Public health intervention project |
| 1,2,3,6,7,8,10 | 7 | Explain different forms of health literature and describe health literacy | Reading, watching videos, participating in the discussion posts | Communication Activity, Public health intervention project |
| 1,2,3,7 | 6 | Interpret the Healthy People initiative and explain how it provides direction to resolve and/or improve health disparities | Reading, watching videos, participating in the discussion posts, project research | Public health intervention project |
| 3,4,7,8,10 | 6 | Examine some of the courses of action that are used to address health disparities and how they play a role in policy making | Reading, watching videos, participating in the discussion posts, project research | Public health intervention project |
| 1,2,3,7,10 | 5 | Define health disparities and demonstrate how they statistically impact vulnerable populations | Reading, watching videos, participating in the discussion posts, project research | Public health intervention project |
| 1,2,3,4,6,7,10 | 5, 6 | Distinguish the relationship between health disparities, vulnerable populations, and urbanization | Reading, watching videos, participating in the discussion posts, project research | Public health intervention project |
| 1,2,3,4,6,7,10 | 5,6 | Explain some of the ways that health disparities are addressed | Reading, watching videos, participating in the discussion posts, project research | Public health intervention project |

## Assignments & Assessments

### Descriptions of major assignments and examinations:

**Course Participation:** During the course you are expected to substantively participate in course discussions posts. 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.

**Experiential Learning Activity:** You will have an opportunity to interview a prominent member of the Public Health community. You are to pick a person who has ties to the public health community as well as with a vulnerable population. You should ask them questions about their role in their organization, how their participants are vulnerable, what additional methods do they use to make a difference in this population, and also include some background information regarding the area and the organization. You will then write a reflection paper about your thoughts. The reflection paper should be 3-5 pages double spaced, Times New Roman 12 pt. font.

**Module Essays:** One essay question for modules 1-4 to be completed via Blackboard. These essay questions should be 2-4 pages double spaced Times New Roman 12 pt. font.

**Communication Activity:** Select 5 ads from the PowerPoint lecture and the answer questions regarding the messaging of the public health ads. Please make sure that you indicate which ads you are using. The questions include the following:

* Who is the intended audience?
* Is it ethical?
* Does it send the correct message?
* Do you think that all audiences would be able to understand it?
* Do you think it is effective?
* What are some of the issues you see with the ad?
* What changes would you make?

**Reflection:** At the end of the semester your reflection should address: (a) your self-discovery, including your attitudes and behaviors about health disparities and the individuals who carry the heaviest burdens associated with poor health and disabilities; (b) insights about healthcare professionals, consumers (patients), and the health system; (c) additional work that is necessary for you to become a more competent healthcare provider and demonstrate best practices in an increasingly diverse society; and (d) your next step(s) in addressing healthcare disparities.

**Public Health Intervention Group Project**: Each group or individual will sign up to present on a public health issue and intervention of their choice. Based on the enrollment in the course, four but no more than six students will develop a presentation and write a paper on a public health issue and intervention of their choice and determine if some of the topics discussed in the course were major factors in the development and implementation of that intervention. Guidelines for the group project will be posted on Blackboard.

### Other Requirements:

**Experiential Learning Activity:** You will have an opportunity to interview a prominent member of the Public Health community. You are to pick a person who has ties to the public health community as well as with a vulnerable population. You should ask them questions about their role in their organization, how their participants are vulnerable, what additional methods do they use to make a difference in this population, and also include some background information regarding the area and the organization. You will then write a reflection paper about your thoughts. The reflection paper should be 3-5 pages double spaced, Times New Roman 12 pt. font.

**Criteria for Successful Course Completion**

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

This course is offered in entirety as an online format through Canvas. 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 Canvas browser requirements: [**https://uta.instructure.com/courses/17157#https://uta.instructure.com/courses/17157**](https://uta.instructure.com/courses/17157#https://uta.instructure.com/courses/17157)

You will use your NetID and password to login to Canvas at <https://elearn.uta.edu/>. It is your responsibility to become familiar with Canvas and how to access course components. There are several Canvas resources for students including [**https://www.uta.edu/provost/Canvas/canvas-students/index.php**](https://www.uta.edu/provost/Canvas/canvas-students/index.php)

This course requires the use of word processing and presentation software that is compatible with Microsoft Office formats. Students may purchase this software (in person or by mail) at a significant discount from the UT Arlington bookstore <http://www.uta.edu/bookstore>.

**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 Pathway to Graduation and Student Handbook for more information.

## Grading Information

### Grading:

Students are expected to keep track of their performance throughout the semester which Canvas facilitates, and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**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/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.

| **Required Components for Course Credit** | **Weight / Percentage Value**  **Within the Course** |
| --- | --- |
| Discussion Posts | 10% |
| Experiential Learning Activity | 15% |
| Module Essays | 20% |
| Communication Activity | 10% |
| Public Health Intervention Project and Presentation | 30% |
| Final Reflection Paper | 15% |

**Grades:**

A 90-100

B 80-89

C 70-79

D 60-69

F below 60

In the BSPH AO program, final grades are not rounded up.

### Late Assignments / Assessments / Tests

Late assignments may **not be accepted** for a grade or reviewed for feedback (regardless of the reason) and/or are subject to a point deduction up to and including a zero.

**Important Dates**

Due dates for assignments will be listed on the Class Schedule available on the course site on Canvas and listed in this syllabus on page 9.

### Maximum Timeframe for Responding to Student Assignments:

Response to student assignments should occur within five business days after the due date and time.

### Canvas Required

Only assignments submitted through Canvas 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 Canvas 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 Standard Time zone. As such all due dates and times are based on the Central Standard Time zone. All students regardless of their physical location are required to adhere to the Central Standard 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 CST 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.**

### Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### 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.

**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>.

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.

### 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.

## Course Schedule and Due Dates

**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. –Dr. Brandie Green*

| **Course or Module Activity** | **Due Date** |
| --- | --- |
| **Module One (All Courses)** |  |
| Attestation Statement | Wednesday 23:59 |
| Discussions- Introduction | Not a graded assignment. May be done anytime. |
| Module Essay | Sunday 23:59 |
| **Module Two** |  |
| Module Essay | Sunday 23:59 |
| **Module Three** |  |
| Module Essay | Sunday 23:59 |
| Discussion | Wednesday 23:59 – post discussion thread  Sunday 23:59 – post replies to 2 colleagues |
| **Module Four** |  |
| Assignment: Experiential Learning Activity Reflection Paper | Sunday 23:59 |
| Module Essay | Sunday 23:59 |
| **Module Five** |  |
| Assignment: Communication Practices | Sunday 23:59 |
| Discussion | Wednesday 23:59 – post discussion thread  Sunday 23:59 – post replies to 2 colleagues |
| **Module Six** |  |
| Assignment: Final Reflection Paper on Course Concepts | Sunday 23:59 |
| Discussion | Wednesday 23:59 – post discussion thread  Sunday 23:59 – post replies to 2 colleagues |
| **Module Seven** |  |
| Assignment: Public Health Intervention Project Paper and Presentation | Friday 23:59 |

## Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

* Drop Policy
* Disability Accommodations
* Title IX Policy
* Academic Integrity
* Student Feedback Survey
* Final Exam Schedule

## Additional Information

### Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of 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 your attendance will be based on your course participation. 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 must 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients.

### Lab Safety Training:

**Students registered for this course must complete all required lab safety training prior to entering the lab and undertaking any activities.** Once completed, Lab Safety Training is valid for the remainder of the same academic year (i.e., Fall through Summer II) and must be completed anew in subsequent years. There are no exceptions to this University policy. Failure to complete the required training will preclude participation in any lab activities, including those for which a grade is assigned.

### Emergency Exit Procedures:

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. 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 Success Programs:

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 by appointment](http://www.uta.edu/studentsuccess/learning-center/utsi/tutoring/index.php), [drop-in tutoring](https://www.uta.edu/ideas/services/index.php), [etutoring](https://www.etutoring.org/login.cfm?institutionid=388&returnPage), [supplemental instruction](http://www.uta.edu/studentsuccess/learning-center/utsi/supplemental-instruction/index.php), [mentoring](https://www.uta.edu/ideas/services/mentoring/index.php) (time management, study skills, etc.), [success coaching](http://www.uta.edu/studentsuccess/success-programs/success-coaching.php), [TRIO Student Support Services](http://www.uta.edu/studentsuccess/learning-center/sss/index.php), and [student success workshops](http://www.uta.edu/studentsuccess/success-programs/success-series-workshops.php). For additional information, please email [resources@uta.edu](mailto:resources@uta.edu), or view the [Maverick Resources](http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php) website.

### 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](mailto:tgarner@uta.edu).

**The** [**IDEAS Center**](https://www.uta.edu/ideas/) (https://www.uta.edu/ideas/) **(**2nd Floor of Central Library) offers **FREE** [tutoring](https://www.uta.edu/ideas/services/tutoring/index.php) and [mentoring](https://www.uta.edu/ideas/services/mentoring/index.php) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

### The English Writing Center (411LIBR):

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com/) (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (http://library.uta.edu/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](https://library.uta.edu/hours) of operation.

### Librarian to Contact:

Each academic unit has access to [Librarians by Academic Subject](http://www.uta.edu/library/help/subject-librarians.php) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

## 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. Non-emergency number 817-272-3381

## BSPH Information

### 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

1. Successful graduation requires both completion of your courses and timely completion of all of the requirements in your Pathway to Graduation.

### 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.

1. 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.

1. 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.

1. 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.

1. 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.

1. 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.

1. Community Dimensions and Cultural Diversity
   1. 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.
   2. 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.
2. Advocacy and Leadership
   1. 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.
   2. 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.
   3. 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.
3. Management and Financial Planning
   1. 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.
   2. Apply basic concepts of evaluation results to improve program and organizational performance. Includes the ability to explain program performance standards and measures.
4. 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.

### 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).

## Faculty & Staff Contact

**Department of Kinesiology**

**David Keller, PhD**

Associate Dean

Chair, Department of Kinesiology

Maverick Activities Center, 145

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

**Becky Garner, DrPH, CPH**

Director of BSPH Program

Maverick Activities Center, 114

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

**Department of Kinesiology Support Staff**

**Tanya Garcia**

Public Health Administrative Assistant I

Maverick Activities Center, 111

Email address: [tanya.garcia@uta.edu](mailto: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 | Lauren Van Poole | [**lauren.vanpool@uta.edu**](mailto:lauren.vanpool@uta.edu) | [**Phone**](https://my.timetrade.com/book/5HFQL) **-** [**In Person**](https://my.timetrade.com/book/FJGDQ) **-** [**Virtual Appointment**](https://my.timetrade.com/book/R73WS) |
| H - P | Deon Johnson | [**deon.johnson@uta.edu**](mailto:deon.johnson@uta.edu) | [**Phone**](https://my.timetrade.com/book/8NH3Q) **-** [**In Person**](https://my.timetrade.com/book/T8LNK) **-** [**Virtual Appointment**](https://my.timetrade.com/book/1TZCP) |
| Q - Z | Caitlin Guerrero | [**caitling@uta.edu**](mailto:caitling@uta.edu) | [**Phone**](https://my.timetrade.com/book/PBKJN) **-** [**In Person**](https://my.timetrade.com/book/CWZ6R) **-** [**Virtual Appointment**](https://my.timetrade.com/book/G277K) |

## Library Information

### Librarian to Contact

Peace Williamson, 817-272-6208, [peace@uta.edu](mailto:peace@uta.edu)

[Public Health Guide](https://libguides.uta.edu/publichealth)

### Research or General Library Help

Ask for Help

* [Academic Plaza Consultation Services](https://library.uta.edu/academic-plaza)(library.uta.edu/academic-plaza)
* [Ask Us](http://ask.uta.edu/)([ask.uta.edu/](http://ask.uta.edu/))
* [Research Coaches](https://library.uta.edu/subject-librarians) (http://libguides.uta.edu/researchcoach)

Resources

* [Library Tutorials](https://library.uta.edu/how-to) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
* [Subject and Course Research Guides](https://libguides.uta.edu/) ([libguides.uta.edu](http://libguides.uta.edu/))
* [Librarians by Subject](https://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
* [A to Z List of Library Databases](https://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
* [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves)(https://uta.summon.serialssolutions.com/#!/course\_reserves)
* [Study Room Reservations](https://openroom.uta.edu/)(openroom.uta.edu/)