KINE 4354: Public Health Advocacy and Leadership
Fall 2020

Instructor Information

Instructor(s):
Kyrah K. Brown, Ph.D.

Office Number:
Mavericks Activity Center, Room 227

Office Telephone Number:
(817) 272 - 3186

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

Email is the preferred method for reaching your instructor. Please include KINE 4354 in the subject heading (e.g., KINE 4354: Class Assignment).

Maximum Timeframe for Responding to Student Communication:
Response to student emails can generally be expected within 24 hours with a 48 hour maximum timeframe. During the weekends or holiday breaks, response to student emails can generally be expected by the next official business day.

Faculty Profile:
My Faculty Profile: https://mentis.uta.edu/explore/profile/kyrah-brown

Office Hours:
By appointment
Course Information

Section Information:
KINE 4354-001

Pre and Co-requisite Courses:
Prerequisite: KINE 2350, KINE 3350, KINE 3351, KINE 3352, KINE 3353, MANA 4326, KINE 4352, KINE 4355, KINE 4357. Concurrent enrollment in KINE 4353 is required.

Time and Place of Class Meetings:
Class meetings will be held on **Wednesdays from 6:00PM to 8:50PM online via Canvas**. This course is available online through [Canvas](https://uta.instructure.com). Log in with your email address and password to access the course.

Description of Course Content:
Appraisal of leadership philosophies and actions that reflect and model effective strategies for protecting and promoting the public's health. The course- and module-level learning objectives in KINE 4354 have been developed through multiple mapping strategies. The class will provide students with a diverse range of learning activities including assignments that include experiential learning activities. The course material has been selected to introduce students to key leadership and advocacy development topics in various ways in order to accommodate a diverse group of learners.

Maverick Advantage
This course contains a Research Maverick Advantage Distinguishing activity. To learn more about the Maverick Advantage, please visit: [https://www.uta.edu/student-affairs/maverick-advantage](https://www.uta.edu/student-affairs/maverick-advantage).

Student Learning Outcomes:
1. Students will demonstrate a knowledge of key terms and concepts related to public health advocacy and leadership.
2. Students will identify and evaluate personal and organizational competencies in public health advocacy and leadership.
3. Students will apply advocacy planning skills to create an advocacy action plan through an equity lens in a professional setting.
4. Students will identify and evaluate personal leadership strengths and weaknesses through completion of a personal leadership assessment.
5. Students will integrate, synthesize, and apply course information and knowledge through a cumulative written assignment.
6. Students will create a professional portfolio of advocacy and leadership-related assignments which may be used for professional development and/or personal career planning.

Required Textbooks and Other Course Materials:
There is NO required textbook for this course. All other required readings will be available in Canvas.

Descriptions of major assignments and examinations:
1. **Class Participation**
   - **Discussion Board Posts (Participation)**
     There are 10 discussion board posts (each worth 10 points) that students must complete on scheduled out-of-class dates. Instructions for discussion board prompts are posted in Canvas. (100 points available)

2. **Quizzes**
   - **Syllabus Quiz**
     Students must complete a syllabus quiz. The purpose of this quiz is to make sure that you are familiar with course requirements and comfortable navigating all facets of this course. Students must score 100% on the syllabus quiz to receive credit. (Total Points: 20)
Module Quizzes
There are a total of three module quizzes each worth 20 points. The first module quiz will cover modules one and two, the second module quiz will cover modules three and four, and the final module quiz will cover modules five and six. Students may use graded reading quizzes as study guides for the module quizzes. Module quizzes will become available 48 hours before the deadline. Once the module quiz is started, it must be completed in one session. (Total Points: 60)

3. Major Individual Assignments
The due dates for pre-assignments leading up to the major assignments are not listed, but can be reviewed in the course schedule below and in Canvas.

SWOT Analysis Summary
A SWOT analysis is a technique used to understand strengths and weaknesses as well as identify potential opportunities and threats that may be encountered. For this assignment, students will (a) conduct a SWOT analysis based on their personal leadership traits and competencies (skills). Full instructions are available in Canvas. (Total: 25 Points)

Public Health Conference
The BSPH program will be hosting a virtual PSE (Policy, Systems and Environment) conference on November 17th. Students will receive credit for attending the conference and writing a brief summary about conference sessions. (Total: 10 Points)

Public Health Workforce Critical Analysis
This project is the Maverick Advantage Distinguishing Activity (Research). The goal of this assignment is to enhance knowledge about what comp. This assignment has two components which draw on qualitative methods, quantitative data interpretation, and critical thinking.
1. Professional Interview: The purpose of this component is for students to engage in conversation with leaders in the field of public health to gain greater insight into career pathways. Students will demonstrate communication skills by arranging a meeting, conversing with leaders, and writing appropriate follow-up correspondence. Students will demonstrate qualitative analytic skills by facilitating an interview and summarizing key responses.
The purpose of this component is for students to examine and evaluate current trends in the public health workforce needs.
Full instructions are available in Canvas. (Total: 25 Points)

My Leadership Philosophy Video
Students will create and submit a My Leadership Philosophy video in which students give an elevator pitch-style description of their personal leadership philosophy and strengths. This video should be no longer than 30 seconds in length. The final product will be uploaded to the student’s LinkedIn page and included in their BSPH E-Portfolio. Full instructions are available in Canvas. (Total: 25 Points)

CE Poster Presentation: Leadership Competencies
Students enrolled in KINE 4353 Cumulative Experience are scheduled to present posters based on their cumulative experience internship. As outlined in Dr. Green's poster requirements, these students should include a brief overview of the leadership and/or advocacy competencies gained from their experience. Students who are not enrolled in KINE 4353 are required to attend and provide a written reflective summary of at least five of their peer's posters. (Total: 10 Points)

Advocacy Plan: Team Player Grade
The final team evaluation will be used to help determine each members’ team player grade. This grade is based on the completion of students’ agreed upon responsibilities (per the team contract) and team member’s evaluation of the student’s contribution to the Advocacy Plan project. More information is posted in Canvas. (Total: 100 Points)

Final Paper
Students will submit a final paper that identifies and analyzes the value of public health leadership and advocacy competencies, discuss the application of these competencies in their future career,
reflect on their personal or professional growth in this course, and describe the lifelong learning strategies that will after graduation. Full instructions are available in Canvas. (Total: 25 Points)

4. Group Assignments

Team Contract
At the beginning of the semester, students groups of two or three will work together to generate a team contract to establish group expectations, identify the quality of work the team wishes to achieve, conflict resolution strategies, and the level of responsibility and accountability each individual will contribute. Each team member will sign the contract and keep a copy for herself/himself. (Total: 20 Points)

Team Evaluations
Students will complete a team evaluation two times during the semester. The first team evaluation form will require students to evaluate their own performance and the performance of their teammates. The first evaluation is intended to provide insight into team functioning, identify team strengths, and identify areas of improvement that can be addressed. The second team evaluation form will cover the same content as the first form, but will also be used to help determine team member’ Team Player grades. More information is posted in Canvas. (Total: 40 Points)

Advocacy Action Plan
Student teams will develop a written advocacy action plan that describes a key advocacy issue and an advocacy initiative or campaign to address the issue. This assignment also requires students to conduct a PEST analysis, develop a theory of change model, a logic model, a budget, and a call-to-action for the audience. Prior to the submission of the final written advocacy action plan, student groups will submit four pre-assignments over the course of the semester. Full instructions is posted in Canvas. (Total: 100 Points)

Ignite Presentation
Ignite is a presentation format wherein the presenter uses 20 presentation slides (with the slides advancing every 15 seconds. Students will prepare an adapted Ignite presentation for their advocacy action plan. For this class, students will prepare 20 presentation slides that advance every 25 seconds. The total presentation should take no longer than eight minutes. More information about preparing for the Ignite presentation is posted in Canvas. Total: 20 Points.

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. Final grades will not be rounded to the nearest tenth.

Grades:
A 90-100
B 80-89
C 70-79
D 60-69
F below 60
Assignment Weight

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<thead>
<tr>
<th>Required Components for Course Credit</th>
<th>Weight / Percentage Value Within the Course</th>
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<tbody>
<tr>
<td>Class Participation/Discussion</td>
<td>17%</td>
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<tr>
<td>(In-Class Attendance &amp; Discussion Board Posts)</td>
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<tr>
<td>Quizzes</td>
<td>13%</td>
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<td>Individual Assignments</td>
<td>40%</td>
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<td>Team Assignments</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Late Assignments / Assessments / Tests
Late assignments WILL be accepted in Canvas. However, each day the assignment is late, there will be an 11% grade reduction for up to THREE days. The lowest possible grade that you can receive for a late assignment is a zero depending on when you decided to submit it. This policy DOES NOT apply to discussion board posts nor the syllabus quiz.

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.

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 pages 7-9.

Make-up Quizzes:
There are no make-up module quizzes.

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 10-15 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. For undergraduate courses, see Undergraduate Grading Policies. For student complaints, see Student Complaints.

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. Turnitin is an electronic system which helps to identify plagiarized assignments. All student assignments are subject to being submitted to Turnitin at any time to evaluate for plagiarism. Plagiarism may also be determined by reviewing references directly and does not require the use of Turnitin.
KINE 4354 students who commit plagiarism will receive a zero on the assignment (including group assignments) and will be referred to the Office of Student Conduct. **For group assignments, it is the entire group’s responsibility to ensure plagiarism has not occurred.**

**Course Schedule and Due Dates**

*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. Kyrah Brown*

**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.

<table>
<thead>
<tr>
<th>KINE 4354 Course Outline/Instructor Schedule</th>
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<tbody>
<tr>
<td><strong>Module</strong></td>
<td><strong>Class Schedule/Topics</strong></td>
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<tr>
<td><strong>Module One:</strong> Foundations of Public Health Leadership</td>
<td><strong>Wednesday, August 26</strong></td>
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<td>• Welcome/Introductions</td>
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<td>• Review syllabus</td>
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<td>• Review major team-based assignments</td>
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<td>o Identify pre-assigned groups</td>
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<td>o Overview of Team-Based Learning Assignment</td>
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<td>o Principles of Teamwork and Project Management</td>
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<td>o Ignite Presentations</td>
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<td>• Class Lecture and Discussion</td>
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<td>o The Role of Advocacy and Leadership in the Functions of Public Health</td>
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<td>o Defining Leadership and Leadership Principles</td>
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<td>o Levels of Leadership</td>
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<td>• Class Activities</td>
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<td>o Exercise 1.1: Leadership Theme Song</td>
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<td>o Exercise 1.2: Defining leadership</td>
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<td>o Exercise 1.3: What’s driving you?</td>
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<td>o Exercise 1.4: The case of the new leader</td>
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<td>o Exercise 1.5: Team Contract</td>
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<td><strong>Wednesday, September 2</strong></td>
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<td></td>
<td>• Class Lecture and Discussion</td>
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<td>o Understanding thinking attributes in leadership and management</td>
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<td>o Elements of management</td>
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<td>o Challenges in public health organizations</td>
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<td>o Assessing the organizational situation</td>
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<td>o Understanding organizational leadership models</td>
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<td>o Understanding leadership in systems/ecological environment</td>
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<td>• Class Activities</td>
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<td>o Exercise 1.5: Determine and describe your placement organization’s leadership model. How does it differ from its official organizational chart?</td>
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<td>o Exercise 1.6</td>
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<td>o Exercise 1.7</td>
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<td><strong>Module Two:</strong> Leadership and You</td>
<td><strong>Wednesday, September 9</strong></td>
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<td></td>
<td>• Class Lecture and Discussion</td>
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<td>o Leadership styles</td>
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<td>o Other leadership models</td>
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<td>o Communication and decision-making in leadership</td>
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<td>• Class Activities</td>
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<td>o Exercise 2.1: Personal Leadership Style and Skills</td>
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<td>o Exercise 2.2: Exploring Leadership Styles</td>
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| September 1 | Class Lecture and Discussion                                          | - Change leadership and management  
- Conflict management  
- Leadership habits and practices on public health workforce  
- What is a SWOT analysis? | September 16  
9/16: Advocacy Plan-Part 1  
9/20: Module Quiz #1 |
|           | **Class Activities**                                                  | - Exercise 2.4: Making Tough Decisions as a Leader  
- Exercise 2.5: Building Trust  
- Exercise 2.6: The Meaning of Conflict  
- Exercise 2.7: A Change is Coming  
- Exercise 2.8: SWOT analysis |                                        |
| September 6 | Class Activities                                                       | - Exercise 2.4: Making Tough Decisions as a Leader  
- Exercise 2.5: Building Trust  
- Exercise 2.6: The Meaning of Conflict  
- Exercise 2.7: A Change is Coming  
- Exercise 2.8: SWOT analysis |                                        |
|           | **Class Lecture and Discussion**                                       | - What is advocacy?  
- Advocacy principles, roles and challenges  
- Advocacy types and levels  
- Community engagement and advocacy  
- What is a stakeholder analysis?  
- What is a PEST analysis? | September 23  
9/23: SWOT analysis  
9/23: Discussion Post #3 |
|           | **Class Activities**                                                  | - Exercise 3.2: What is your role in advocacy?  
- Exercise 3.3: Advocating for Health-in-all-policies  
- Exercise 3.4: Conducting a stakeholder analysis  
- Exercise 3.5: Conducting a PEST analysis |                                        |
| September 23 | **Class Lecture and Discussion**                                      | - Developing an advocacy initiative based on a PEST analysis  
- What is a theory of change?  
- What is a logic model?  
- What is the importance of a budget in advocacy? | September 30  
9/30: Advocacy Plan-Part 1 and 2  
9/30: Discussion Post #4 |
|           | **Class Activities**                                                  | - Exercise 4.2: Mission, Goals, and Objectives Exercise  
- Exercise 4.4: Developing a theory of change  
- Exercise 4.4: Developing a logic model  
- Exercise 4.5: Developing a budget |                                        |
| September 30 | **Out of Class Activities**                                           | - Work with group to refine advocacy initiative description, logic model and budget. |                                        |
| October 7  | **Class Lecture and Discussion**                                       | - What is an advocacy action plan?  
- What are the components of an advocacy action plan?  
- Developing recommendations and conclusions  
- What are Ignite presentations? | October 7  
10/7: Team Evaluation #1  
10/7: Discussion Post #5 |
|           | **Out of Class Activities**                                           | - Work with group to refine advocacy initiative description, logic model and budget. |                                        |
| October 14 | **Class Lecture**                                                      | - What is an advocacy action plan?  
- What are the components of an advocacy action plan?  
- Developing recommendations and conclusions  
- What are Ignite presentations? | October 14  
10/14: Submit Advocacy Plan-Parts 1, 2, and 3  
10/18: Module Quiz #2 |
| October 21 | **Class Lecture (Recorded in Canvas)**                                | - What major changes are occurring within the public health system and workforce? How have governing agencies shaped this?  
- What leadership and advocacy competencies are needed?  
- What future challenges and needs are anticipated?  
- How does a syndemics framework shape public health leadership and advocacy? What leadership concepts or models are tied to this framework? | October 21  
10/21: Submit Public Health Workforce Critical Analysis  
10/21: Discussion Post #6 |
|           | **Class Activities**                                                  | - What major changes are occurring within the public health system and workforce? How have governing agencies shaped this?  
- What leadership and advocacy competencies are needed?  
- What future challenges and needs are anticipated?  
- How does a syndemics framework shape public health leadership and advocacy? What leadership concepts or models are tied to this framework? |                                        |
### Module Six: Leadership and Advocacy in the Community and Beyond

**Wednesday, October 28**

- **Class Lecture and Discussion**
  - What role do public health leaders and advocates play in promoting health equity?
  - Understanding equity, diversity, structural -isms, and implicit bias.
  - Understanding cultural humility vs. cultural competence
  - Diversity, Equity and Inclusion (DEI) and Hiring in Public Health Organizations

- **Class Activities**
  - Exercise 6.1: An exercise in equity vs. equality
  - Exercise 6.2: The Case of Gold County
  - Exercise 6.3: Facing the Systemic ISMs and Justice

**Wednesday, November 4 (No Class Meeting)**

- **Class Lecture (Recorded in Canvas)**
  - Understanding community readiness and “Nothing for us, without us”
  - Strategies and Tools to engage community in leadership and advocacy
  - Ladder of participation
  - 12 C’s of collaboration
  - Collaborating for equity and justice framework

- **In Canvas**
  - Video Guest Speaker
  - Exercise 6.4.1: Nothing For Us, Without Us Case Study
  - Class Discussion Board

- **Class Discussion Board**

**Module Seven: Professionalism in Public Health/Life Long Learning**

**Wednesday, November 11**

- **Class Lecture and Discussion**
  - What is a lifelong learner?
  - What does lifelong learning look like in public health?
  - What learning opportunities exist as a public health professional?
  - What barriers to learning opportunities do public health professionals encounter?

- **Guest Speaker**
- **Discuss Ignite Presentations**
- **Class Activities**
  - Exercise 7.1: Lifelong Learner Exercise

**Wednesday, November 18 (No Class Meeting)**

- **Class Lecture (Recorded in Canvas)**
  - Lifelong learning
  - Professional development

- **In Canvas**
  - Discussion Board
  - Exercise: 7.2: Reflections of a Lifelong Learner

- **Team Prep Meetings**

**Wednesday, November 25 (no class meeting)**

- Poster presentations
- Presentation Feedback Session (Optional)
- Team Prep Meetings

**Wednesday, December 2 (off-line)**

- View and Discuss Ignite Presentations

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**Institution Information**

Last updated 8.22.19
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 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, I will take attendance for in-class meetings. 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.

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 immediately to the left (east) of the classroom. 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. Evacuation plans may be found at Evacuation Route Maps (Buildings). Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System.

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, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources 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.
The **IDEAS Center** ([https://www.uta.edu/ideas/](https://www.uta.edu/ideas/)) (2nd Floor of Central Library) offers **FREE** tutoring and mentoring 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). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](https://uta.mywconline.com) for detailed information on all our programs and services.

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

**Librarian to Contact:**

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

**Research or General Library Help**

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

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

**Emergency Phone Numbers**

**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
2. **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:**

Last updated 8.22.19
The BSPH educational objectives incorporate essential components and cross-cutting areas of public health that are in alignment with ASPPH undergraduate degree program recommendations, undergraduate student competencies identified by CEPH, and core workforce competencies for public health professionals as identified by The Council on Linkages Between Academia and Public Health Practice. The integrity of these principles, supported by alignment with these organizations and incorporation of interdisciplinary program components that provide further opportunities for all students, build a strong case for implementation of the BSPH degree at UTA.

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

1. Health and the Human Condition
   Discuss and provide examples of the underlying science of human health and disease as those are impacted by socioeconomic, behavioral, biological, environmental, and other factors that influence human health.

2. Population Health
   Identify and summarize concepts of population health, along with the basic processes, approaches and interventions that identify and address major health-related needs and concerns of populations.

3. Public Health Concepts, Values and Functions
   Explain and discuss the history, philosophy and contemporary issues of public health as those apply to core values, concepts and functions of public health in both urban and global societies.

4. Policy Development and Planning
   Apply gathered information for the purposes of identification of current trends affecting the health of a community and inform options for policies, programs and services. The student will be able to discuss and explain assessments of community health status, along with the factors that influence health in a community.

5. Public Health Informatics
   Explain and apply ethical principles that apply to the use of information technology as those pertain to accessing, collecting, analyzing, using, maintaining, and disseminating data and information.

6. Public Health Communication
   Identify the literacy of populations and communicate information through appropriate, culturally competent methods. Includes the ability to integrate basic concepts of public health-specific communication into technical and professional writing, as well as the use of mass media and electronic technology.

7. Community Dimensions and Cultural Diversity
   a. Describe and integrate factors of community-based public health affecting the health of a community, including fundamental concepts and features of project implementation such as planning, assessment and evaluation.
   b. Describe the integration of, along with appreciation for, diversity of individuals and populations in a community, including how diversity may influence policies, programs, services, and the health of a community. Includes the ability to describe and discuss the importance for a diverse public health workforce.

8. Advocacy and Leadership
   a. Demonstrate leadership actions and behaviors that reflect and model effective strategies for protecting and promoting the public’s health as part of a larger inter-related system of organizations that influence the health of populations at all levels of society.
   b. Demonstrate the ability to incorporate ethical standards of practice and decision making into all interactions with individuals, organizations, and communities. Further, the student will be able to describe and explain strategies for public health, health care, and other organizations to work together or individually to impact the health of a community.
c. Synthesize and explain the importance for integration of an individual work ethic that includes professionalism, commitment to lifelong learning, and contributes to development of a vision for a healthy community.

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

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

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.

Faculty & Staff Contact

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BSPH Advisors
Appointments with the Undergraduate Exercise Science Advisors can be made online using the TimeTrade links below.

<table>
<thead>
<tr>
<th>Letterset</th>
<th>Advisor</th>
<th>Email</th>
<th>TimeTrade Links</th>
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<tbody>
<tr>
<td>A - G</td>
<td>Lauren Van Poole</td>
<td><a href="mailto:lauren.vanpool@uta.edu">lauren.vanpool@uta.edu</a></td>
<td>Phone - In Person - Virtual Appointment</td>
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<td>Phone - In Person - Virtual Appointment</td>
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