**HLTH 4340.001– Minority Populations and Health**

**Department of Kinesiology, Health Promotion, and Recreation University of North Texas, Fall Semester – 2025**

**Instructor Information**

Alex Fernandez

Lecturer

Department of Kinesiology, Health Promotion, and Recreation

Office Location: Physical Education Building (PEB), room 205 I

Office Hours: Tues/Thur 10:00 – 10:45A, 12:30 – 1:30P

Email: Alex.Fernandez@unt.edu

Class location: GAB 105, 11A – 12:20P

***Textbook (required)***

*Foundations of Physical Activity and Public Health* (3rd ed.). Kohl, H. W., Murray, T. D., & Salvo, D. (2025) Human Kinetics Publishers. ISBN: 9781718224001

***Textbook (optional):***

*Minority Populations and Health: An Introduction to Health Disparities in the United States* (2005) by Thomas A. LaVeist.ISBN10: 0787964131

***Technology Requirements***

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System, a computer, access to email, Microsoft Word, and an internet browser. If circumstances change, you will be informed of other technical needs to access course content.  Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

***Catalog Description***

Introduction to the study of minority populations and health in the United States with a focus on health disparities experienced by groups based on race/ethnic identity. Students who successfully complete this course will have a foundational knowledge of epidemiology, etiology, and health care service considerations that influence overall health status in minority populations. The emphasis will be on how to develop and implement health promotion strategies such as exercise that are tailored for minority populations.

***Course prerequisites:***

*Pre-requisite*: The pre-requisite for enrollment in this course is satisfactory completion (i.e., a “C” or better) of HLTH1900

***Course Expectations***

1. If you have special learning needs, please inform me immediately.
2. If at any point during the semester you are unhappy with your performance in this class, please contact me immediately. I can’t help you if you come to me at the end of the semester.
3. Academic dishonesty will not be tolerated (e.g., copying, plagiarism, cheating) and will result in a failing grade for the semester.

***Course Structure***

The Canvas platform will be used to enhance the delivery of course materials and content. Students must check the Canvas site regularly for course updates and become familiar with their Canvas account. Canvas will provide students with important announcements, lecture notes and quizzes, assignment information, and other important materials necessary for successful completion of this course.

# ***Technical Support***

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

*In Person*: Sage Hall, Room 130 **Walk-In** Availability: 8am-9pm **Telephone** Availability:

1. Sunday: noon-midnight
2. Monday-Thursday: 8am-midnight
3. Friday: 8am-8pm
4. Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

# ***Classroom Etiquette***

This course involves lectures and activities in and out of class. Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable, disruptive, and will not be tolerated in any instructional forum at UNT. Students are expected to be respectful to the instructor and other students.

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Guidelines:

1. Come to class prepared and ready to start on time.
2. Turn cell phones off or to vibrate. If your phone rings during class, please silence the call. If you must take a call, please exit the classroom to talk.
3. Only discuss topics related to course content during class time. Talking during a lecture or engaging in inappropriate discussions is distracting to others.
4. Using a laptop to take notes is allowed, but not suggested. According to several recent studies, computers can hinder learning and is distracting to others (Sana, Weston, & Cepeda, 2013). Please sit in the back row with the volume muted if you plan on using a computer during class.

Failure to follow these guidelines will result in you:

1. Being asked to leave the classroom,
2. Receiving a “zero” on the activity (quiz, test, etc.) of the day, and
3. Possibly being referred to the Center for Student Rights and Responsibilities to consider whether conduct violated the Code of Student Conduct.

# ***Out of Classroom Etiquette (emails and office hours)***

Information about this class and updates to the assignments will be posted as announcements on Canvas and sent via email to your UNT account. If you do not use your UNT account on a regular basis, then please forward your e-mail messages to an account that you check on a regular basis.

Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated. Please send your emails to Alex.Fernandez@unt.edu and NOT through Canvas. Students are expected to write professional emails carefully and thoughtfully. For example, please use a meaningful and specific subject line (e.g., HLTH 4340: Project 1 Question), a greeting (e.g., Hello Alex), and a signature with your name at the end (e.g., Best regards, John Doe). *Note*. Writing professional emails is an important skill for all students so please avoid using abbreviations, all lower/upper case lettering, and please proofread emails before sending.

If you need to speak with me in-person and have a conflict with office hours, I will be happy to make an appointment at a time that is convenient for us both. Please be punctual when we have a scheduled meeting or when you would like to meet with me during office hours. For example, showing up 20 minutes after a scheduled meeting/office hour may result in my door being closed and cancellation of the meeting. Additionally, come to meetings/office hours focused and ready to talk about your ideas and concerns.

# ***Rules of Engagement***

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)). Rules of engagement refer to the way students are expected to interact with each other and with their instructors. See these Engagement Guidelines for more information.

# ***Americans with Disabilities Compliance***

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

***Prohibition of Discrimination, Harassment, and Retaliation***

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate. This policy can be reviewed online at <https://policy.unt.edu/policy/16-004>.

# ***Ethical Standards and Academic Dishonesty***

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. In the class setting, students shall follow their instructors’ directions and observe all academic standards and requirements published in course syllabi and other course materials. A student is responsible for responding to an academic dishonesty report issued by an instructor or other University authority. If a student fails to respond after proper attempts at notification, the University may take appropriate academic actions in the absence of the student.

UNT policy will be followed in cases of academic dishonesty (e.g., cheating, plagiarizing, copying, etc.). Students caught cheating during an exam/quiz or plagiarizing a written assignment will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Students should be familiar with the Student Standards of Academic Integrity. Please review the student rights and responsibilities information online at <https://policy.unt.edu/policy/06-003>.

***Family Educational Rights and Privacy Act (FERPA) Information***

Students have the right to expect their grades will be kept confidential. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in you being identified by other students or faculty members. The FERPA policy can be reviewed online at <https://policy.unt.edu/policy/07-018>.

# ***Emergency Notification & Procedures***

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

# ***Retention of Student Records***

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 04.008, Records Management and Retention (<https://policy.unt.edu/policy/04-008>) for additional information.

# ***Acceptable Student Behavior***

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

# ***Access to Information - Eagle Connect***

The student access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect (<https://it.unt.edu/eagleconnect>).

# ***Student Evaluation Administration Dates***

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (noreply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website ([http://spot.unt.edu](http://spot.unt.edu/)) or email spot@unt.edu.

# ***Survivor Advocacy***

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 9405652648.

# ***Important Notice for F-1 Students taking Distance Education Courses***

Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for [F-1 Visa (PDF)](https://clear.unt.edu/sites/default/files/uploads/page-assets/Online/clear_f1_online_student_procedures_rev2018_10_08.doc) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

## University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

1. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

# ***Academic Support & Student Support Services***

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to [unt.edu/success](https://www.unt.edu/success/) and explore [unt.edu/wellness](https://wellness.unt.edu/). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu.](http://scrappysays.unt.edu/)

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

1. Student Health and Wellness Center (<https://studentaffairs.unt.edu/studenthealth-and-wellness-center>)
2. Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-andtesting-services>)
3. UNT Care Team (<https://studentaffairs.unt.edu/care>)
4. UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-andwellness-center/services/psychiatry>)
5. Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

1. UNT Records
2. UNT ID Card
3. UNT Email Address
4. Legal Name

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Additional Student Support Services

1. Registrar (<https://registrar.unt.edu/registration>)
2. Financial Aid (<https://financialaid.unt.edu/>)
3. Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
4. Career Center (<https://studentaffairs.unt.edu/career-center>)
5. Multicultural Center (<https://edo.unt.edu/multicultural-center>)
6. Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-andtesting-services>)
7. UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

1. Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
2. Academic Success Center (<https://success.unt.edu/asc>)
3. UNT Libraries (<https://library.unt.edu/>)
4. Writing Lab (<http://writingcenter.unt.edu/>

***Course assessment/grades***

|  |  |  |  |
| --- | --- | --- | --- |
| ACTIVITY  | PERCENT (%)  | POINTS  | YOUR POINTS  |
| Quizzes (10 @ 20 pts) | 31 | 200 |  |
| Graded Discussions (3 @ 50 pts)  | 24 | 150 |   |
| Presentation 1 (1 @ 100 points)  | 15 |  100  |   |
| Presentation 2 (1 @ 100 points)  | 15 | 100 |   |
| Class Participation (10 @ 10 points) | 15 | 100 |   |
| **TOTALS**  | **100**  | **650** |  |

***Grading and grade distribution:***

89.5 to 100 percent = A

79.5 to 89.4 percent = B

69.5 to 79.4 percent = C

59.5 to 69.4 percent = D

below 59.4 percent = F

Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate’s Study Buddy](https://navigate.unt.edu/) ([https://navigate.unt.edu](https://navigate.unt.edu/)) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center. Focus on areas where you are struggling in this course by attending scheduled study group sessions with me the week before each exam. Forward together!

***Late Work***

Late work will not be accepted except for module quizzes. Quizzes will be open for an additional 48 hours (about 2 days) past the deadline for partial credit (25% reduction for each day). Please adhere to all assignment due dates listed below.

***Quizzes***

Multiple quizzes will be administered via Canvas and account for approximately 31% of your final grade. They will consist of multiple choice, matching, true/false, or short answer questions. It is your responsibility to read the materials (e.g., syllabus, lecture notes, and assignments) and prepare prior to each quiz. Eleven quizzes will be administered throughout the semester (20 points each) and each will be a total of 16 questions. Each question will be 1.25 points. Your top 10 scores will be used to calculate your point total. You have one attempt to successfully complete each quiz. Any missing quizzes will count as a 0. If you attempt to take a quiz for another student, then both students will receive a zero and points will be deducted from the final grade.

***Projects***

Two projects will be assigned and represent 30% of your final grade (100 points each)

***Project 1: Evidence-Based Program Review***

You will find an evidence-based program addressing a health issue in a specific population. The program must be published in a peer-reviewed journal or a credible website (CDC, WHO, HHS, etc.,). The topic must relate to the material we have covered or plan to cover in class (e.g., interventions intended to address physical activity levels, nutrition, access to healthcare, chronic disease prevention, etc.). You will provide a 10-minute presentation teaching the class about the program. The presentation should be a general overview, covering all of the major sections of the article, with special emphasis on the details of the program, the goals and outcomes, and limitations of the intervention.

Start your search here:

[Health People 2030](https://health.gov/healthypeople/tools-action/browse-evidence-based-resources#populations)

[PubMed](https://pubmed.ncbi.nlm.nih.gov/)

[Google Scholar](https://scholar.google.com/)

[National Institute on Minority Health and Health Disparities](https://www.nimhd.nih.gov/)

***Project 2: Evidence-Based Program***

Design an evidence-based program addressing a prevalent issue that affects a specific minority population. This will be a 10-minute presentation which should include, but not be limited to the following:

* Identification of the health issue being addressed (who, where, and why)
* Why addressing that issue is important and beneficial to your target population
* Explain how your needs assessment will be conducted (is the issue even important to them?)
* Evidence-based or best practices for program design and implementation
* Explain how the program will bring about the desired result
* Include all members that stand to benefit from program (participants, employers, community, families, financial benefits, insurance companies, etc)
* An outline of the program (nuts and bolts)
* Best estimate as to the costs, staffing, and timeline of program (if applicable)
* Explain how community partners will be involved (if applicable)
* The measures you will take to determine how effective the program is

Start your search here:

[Health People 2030](https://health.gov/healthypeople/tools-action/browse-evidence-based-resources#populations)

[PubMed](https://pubmed.ncbi.nlm.nih.gov/)

[Google Scholar](https://scholar.google.com/)

[National Institute on Minority Health and Health Disparities](https://www.nimhd.nih.gov/)

***Graded Discussions***

Three Graded Discussions will be completed on Canvas and account for 24% of your grade. You will be expected to post an original response and two replies to other students in the class. During the discussion process, you should treat your peers, TA, and instructor in a respectful manner. Students who do not observe this rule will be banned from the discussion forum without notice. Graded Discussions will be available beginning at 8:00AM and expire at 11:59PM on the due dates listed below. Each discussion forum requires a total of 3 posts. One post will be comprised of your well thought out response to the article/discussion topic. In general, an adequate response should take around 200 words. This primary response is worth 25 points. You should also have two responses to your classmates’ posts, each consisting of 100 words. Responses are each worth 12.5 points (25 total). Full credit of 50 points will be given to those meeting these criteria and not violating the rules of netiquette (see above). Partial credit will not be given to posts not meeting these criteria and standards.

***Class participation and attendance***

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy (PDF)](https://policy.unt.edu/policy/06-039) (<https://policy.unt.edu/policy/06-039>). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

Participation and attendance will be approximately 15% of your overall grade. Actively involving yourself in class discussions and activities can help develop your understanding of the topics and improve your course grade. Everyone’s final grade will be positively influenced through thoughtful and active class participation. There will be 10 class activities throughout the semester worth 10 points each.

***Learning objectives:***

-The learner will (TLW) define health disparities and describe common societal characteristics used to express them.

-TLW describe historical cases of health disparities within various oppressed or

underrepresented populations in the US.

- TLW describe epidemiological trends as they relate to morbidity and mortality in different populations.

-TLW describe current disparities for physical activity levels and sedentary behavior among persons by age, race or ethnicity, gender, socioeconomic status, and ability

-TLW describe various health outcomes, including access to care, as metrics of health

disparities.

- TLW describe common metrics to express socioeconomic status (SES).

-TLW define factors related to risk, prevention, and illness behaviors and health as it relates to physical activity and fitness.

-TLW identify people and events that shaped the use of epidemiological methods to study physical activity and health.

-TLW identify and explain basic measures and statistics used in epidemiological research to calculate health risks

-TLW explain the concepts of dose-response relationships between exposure to physical activity and health outcomes.

-TLW review epidemiological evidence on the association of physical activity and the leading causes of morbidity and mortality in the U.S.

-TLW describe the efficacy and effectiveness of interventions used to promote increases in physical activity

-TLW discuss prominent theories of behavior change applied to physical activity

-TLW understand the relationship between physical inactivity and common chronic diseases

KINE 4340 TENATIVE AGENDA

**Each Class segment will consist of one – four 1h20min sessions.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class Segments | Topic | Sources | Assignments | Points | Week |
| 1 | Syllabus and Introductions |  |  |  | 8/18 |
| 1 | Historical Aspects and Definition of Health Disparities  | Minority Populations and Health. - Ch. 1 | Quiz  | 20 | 8/18 |
| 2 | Fundamentals in Public Health and Kinesiology | Physical Activity & Public Health. Ch. 1 & 2 | Quiz | 20 | 8/25 |
| 3 | Concepts and Methods in Epidemiology  | Physical Activity Epidemiology. - Ch. 2  | Quiz  | 20 | 9/1 |
| 3 | Epidemiology and Minority Populations | Minority Populations and Health. - Ch. 4  | Quiz, Discussion 1  | 20; 50 | 9/8 |
| 4 | Health Care Service and Differences in Health Among Race/Ethnic Groups | Minority Populations and Health. - Ch. 6  | Quiz | 20 | 9/15 |
| 5 | Health Effects of Exercise and Physical Activity  | Physical Activity & Public Health. - Ch. 5-10 | Quiz | 20 | 9/22 |
| 5 | Health Effects of Exercise and Physical Activity  | Physical Activity & Public Health. - Ch. 5-10  | Quiz | 20 | 9/29 |
| 5 | Health Effects of Exercise and Physical Activity  | Physical Activity & Public Health. - Ch. 5-10 | Quiz, Discussion 2 | 20; 50 | 10/6 |
| 6 |  **Project 1 Prep**  | N/A | NA | 10/13 |
| 6 |  **Project 1**  | Presentations | 100 | 10/20 |
| 7 | Strategies for Effective Physical Activity Promotion  | Physical Activity & Public Health – Ch. 11-16 | Quiz | 20 | 10/27 |
| 7 | Strategies for Effective Physical Activity Promotion  | Physical Activity & Public Health – Ch. 11-16 | Quiz,Discussion 3 | 20; 50 | 11/3 |
| 7 | Strategies for Effective Physical Activity Promotion  | Physical Activity & Public Health – Ch. 11-16 | Quiz | 20 | 11/10 |
| 15 | Project 2 Prep | N/A | N/A | 11/17 |
|  | Thanksgiving Break |  | 11/24 |
| 16 | Project 2  | Presentations | 100 | 12/1 |