FACULTY DEVELOPMENT PLAN

Department of Health Science
College of Life Sciences

Purpose Statement: At the completion of my first year as a faculty member, this faculty development plan serves as a working document to outline my plans and preparation for personal growth and success as a BYU faculty member and for successfully obtaining continuing faculty status (CFS) in the Department of Health Science. My faculty mentor, , and Department Chair, , have assisted in the development of this plan and have approved this working copy. The plan is divided into the below 5 sections:

A. Self-assessment of my strengths, skills, and competencies, field and research interests, citizenship opportunities, and areas in which I wish to develop;

B. Professional goals, and the plan to accomplish these goals, in teaching, scholarship, and citizenship;

C. The relationship between individual goals and the department and university aspirations and needs;

D. Resources needed to accomplish professional goals.

E. Accomplishments to date in achieving the outlined goals.

A. SELF-ASSESSMENT

Strengths

Teaching: I consider myself to be a highly engaged, interactive teacher. I love working with the students at BYU and had a lot of fun teaching this past year. I strive to steer away from too much traditional style lecture, but instead mix lecture with interactive activities designed to cement knowledge and teach new skills. I push my students considerably, asking them to read advanced literature and work in groups to complete advanced work. However, I make it very clear and reiterate throughout the semester that I know that what I am assigning is very difficult and students may feel it is beyond them. I tell them to treat me like a member of their group to help them advance their reading, critical thinking, creativity and writing skills. Especially since I teach a core and somewhat introductory course, they should feel pushed but not that they’re unable to finish the work.

I strongly believe that it is impossible to effectively teach without also ministering. The example of binding teaching and ministering shown to me by many great teachers and mentors I have known and that of the Savior, Jesus Christ, I want to emulate in the classroom and in my office. I
have often have had students come meet with me one-on-one to help them discuss issues they may be having that are making it hard for them to be successful in class, or to help them think through their future plans as public health practitioners. I try to treat each student as an individual and work with them and their unique talents and needs to help them to learn and feel confident in their own abilities.

**Scholarship:** My research strength is in the fields of pediatric respiratory health and medical geography. I have been fortunate to have a lot of support coming from my graduate and postdoctoral work in bringing projects with me to BYU. I have wonderful working collaborations with the Emerging Infections Program at the CDC and the Department of Defense. I have had the opportunity to work primarily with really researchers interested in advancing prevention of asthma and Respiratory Syncytial Virus. I am able to fill a niche in that work by focusing on spatial and temporal patterns of disease, and broader disease ecological context. I enjoy looking at health in the “big picture” as a way of beginning to devise strategies for intervention and prevention.

I have also been able to begin building collaborations at BYU, both within and outside of my department. I am working closely with to develop initiatives in studying air pollution and disease along the Wasatch front, and have been able to recruit students to this effort. I have also begun working with 2 spatial statisticians in the biostatistics department- . Being able to get these collaborations running quickly during my first year has been a huge help in getting projects off the ground and moving toward publication.

**Citizenship:** I have been able to fulfill assignments on committees as assigned by the Department. These include the MPH admissions committee, alumni committee and scholarship committee. I am also on the Master’s committee for two students. While I am getting my feet wet and learning how things run, I have tried to be an active and vocal participant in these committees to the best of my ability. This is an area where I have a lot of room to grow and things to learn. I expect my involvement and confidence in this area to grow over time.

**Weaknesses**

**Teaching:** I feel like I have gotten off to a good start with teaching, but there are definitely many areas for improvement. These weaknesses are outlined further in section B. The general weaknesses I feel in my teaching is that the lecture period and outside assignment are not always as cohesive as they should be. Some lectures and activities have not been as well connected to outside work or to each other as I would like. The other general area for growth is in better perceiving and responding to the needs of individual students, and in being a better minister as well as counselor to them.

**Scholarship:** I have identified three general areas for improvement in my scholarship:

- **Keep new projects in balance as old ones are finishing.** As a side effect of having projects brought with me and starting a new research agenda, I have spread myself very
thin with regards to scholarship. It is difficult to stay on top of all of them, or even a subgroup of them at any one time.

- **Be more proactive about having a plan for students doing research.** Along with the first point comes difficulty with keeping student employees productive and having enough to do week to week. They are often ahead of me asking what they should do next, and I often don’t know because my focus has been on a different project that week.

- **Getting papers submitted more quickly.** Papers take me a long time to get submitted. I often rework or have to get them approved by several people in order to get them published due to the nature of my collaborations, or they are held up by my focusing on other projects. Sticking to a timetable and setting small goals will help me to publish more regularly.

**Citizenship:** As mentioned above, this is a major area where what is really needed is more experience in how the department and college run. Also, it is difficult to keep citizenship assignments in balance with everything else, and they often get pushed to the last minute. This is an area where I could be more proactive and use my time more effectively.

### B. PROFESSIONAL GOALS

#### 1. Teaching

**Philosophy statement:** Learning inside and outside of the classroom should be a knowledge enriching, testimony building and skill enhancing experience for students. As a BYU professor, I want to focus on the individual as much as is possible, using interactive and engaged learning and mentoring to help students succeed spiritually and intellectually. **Quantitatively, my goal is to maintain student ratings above the University standard in each of the major areas, and to meet all quantifiable learning outcomes.**

**Health 311 – Infectious Disease Prevention and Control**

- **Make sure each lecture has overarching goals/take-home points.** With such a potentially content-heavy course (infectious disease prevention) it is easy to get wrapped up in sharing information without pointing the students to overarching ideas.

- **Evolve each learning activity to align with class goals.** I have experimented with several types of activities in class- some which work, others which don’t. There is a lot that can be done to improve them semester to semester to maximize engaged learning.

- **Develop more discernment.** In learning how to work with students this year, I realized that they have many more challenges and a wider variety than I anticipated. Learning where to be firm, where to be lenient and how to discern the needs of the individual is a struggle.

- **Bring testimony into the classroom.** It is has taken me a while to figure out how I am most comfortable with sharing my testimony with the students. When I try it often feels forced or disjointed from the subject matter. I am learning to do better at this, but plan to be more engaged with it in the future.

- **Design reading guides to help students improve reading skills.** I have used reading
quizzes to assess whether students completed assignments or not, but have not been impressed with the results. The students don’t have to actively read to complete a quiz, they can skim for answers. Discussion-based questions make it difficult to assess who really read and understood and who did not. I plan to reduce the number of readings but make their responsibility to go in depth with it stronger by giving them guided assignments consisting of pre-assessment thought questions, reading questions that have them integrate their current knowledge and then follow-up questions.

Health 403R- Medical Geography

- **Design an effective Medical Geography course.** As a new course in Fall 2014, teaching Medical Geography is an exciting opportunity. The goal of the course is to help students understand how to view and analyze disease from an ecological viewpoint. I plan to also teach technical skills (ArcGIS software), which will present unique opportunities and pitfalls. Class exercises with the software will have to be carefully designed and thought through to not only align with class goals, but keep the students from being too frustrated with the software to enjoy the topic.

- **Create an engaging project experience.** As a semester-long project, I am going to have students find and partner with a physician in Provo. They will need to locate and interview a physician willing to discuss with them how creating area maps could help them engage with and instruct their patients more effectively. Then the students will create a map for them that highlight those community aspects.

2. Scholarship

**Philosophy statement:** Being actively involved in scholarship will strengthen my personal skills in my fields of study, help me stay in touch with recent developments to incorporate into my teaching, and provide opportunities for students to actively participate in the research process.

**My goal in scholarship is to publish 3 papers each year where I am either first or last author (with a student as first), and to be a collaborator on at least 2 more.** To reach this goal, I have several projects underway at present. Some are long term, while others will be completed in the next year. Listed below are my major research efforts planned at this time:

- **US Military Health System analysis of infant bronchiolitis.** This project is a major initiative working with the Department of Defense to map and describe infant bronchiolitis (predominantly due to RSV) in the US from 2003-2013. This project began while I was at Vanderbilt University doing my postdoctoral work. I have been able to include collaborators at BYU and students in this work, and expect this to be a major source of publications in the future.

- **Emerging Infections Program (EIP) geocoding initiative and influenza hospitalization mapping.** The EIP, a project of the CDC, is interested in geocoding previous years’ data and investigating health disparities. We have begun this effort using influenza hospitalization data in Middle Tennessee and will continue to expand the network to the other 9 surveillance sites around the US. Undergraduate research
assistants have been involved in this study, including being on conference calls with other EIP sites.

- **Detecting associations between infant bronchiolitis, sleep apnea and sudden infant death.** This is a pilot project funded by Vanderbilt University to investigate Tennessee Medicaid dates, and whether seasonal patterns of bronchiolitis, apnea and SIDS correlate enough to warrant further investigation.

- **Monitoring and describing infant air pollution exposures during Utah winter inversions.** This project is my first initiated fully at BYU. I am working closely with Jim Johnston (Health Science) and Ryan Farrell (Computer Science) to closely monitor air pollution exposures of infants during winter inversion season along the Wasatch front. I have an undergraduate student testing the equipment this summer in preparation for Winter.

- **US awareness of Health Disparities.** I am part of a collaborative group within the department led by . The goal of this study is to conduct a survey study of adults in the US and determine their level of awareness of US rankings on various health metrics compared to other developed nations.

- **Future work – Develop Global Asthma Network site at BYU.** The Global Asthma Network recruits sites from around the world to conduct surveillance among 6-7 and 13-14 year olds. They have very few sites in the US, and are seeking more. The study consists of conducting surveys filled out by parents of children living within a select distance of the site. Developing a site at BYU would be an excellent way to involve many students in research with minimal training and pursue more insights into respiratory health along the Wasatch front.

### 3. Citizenship

**Philosophy statement:** Supporting the Health Science Department, the University, and outside professional organizations is an important part of providing the best possible experience for students and strengthening research.

My goals in citizenship are to continue fulfilling my current roles on department and MPH committees through my first 3 years. These roles are expected to increase over the years, and will be pursued under the direction of my department chair and according to department and college needs. After my 3rd year review, I will also start to become more active participation in a professional organization. Currently, I am a member of the American Thoracic Society and Association of American Geographers. Either of these organizations can provide opportunities for involvement and professional advancement. I feel it is important to have members of the BYU community involved in these kinds of organizations to help increase awareness of the University’s work in the field.

### C. RELATIONSHIP BETWEEN GOALS AND DEPARTMENT AND UNIVERSITY ASPIRATIONS

**Department:** The mission statement of the Department of Health Science is to “…prepare and
mentor students to be public or school health professionals who effectively promote health…” This statement is implicitly student-focused, with professional mentoring and education stated as the overarching goal. My previously stated goals have been designed to align with this statement in instructing individuals and groups in the field of public health to prepare them for careers in the field. I am teaching and developing courses and research projects that give students the knowledge, writing and critical thinking skills they need to be successful in the work force.

University: The goals of BYU, as described in the mission statement, are “...to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.” While it is difficult to say that my research and teaching will help people in their “quest for perfection and eternal life”, I at least hope they will help students learn more about themselves and grow their talents and abilities on their own life path. I do provide an intensive and engaged learning experience as best I can and will continue to work to improve in these areas.

D. RESOURCES REQUIRED TO ACCOMPLISH MY PROFESSIONAL GOALS

I have found the Department and the University to be wonderful mentors and collaborators with me so far in fulfilling my goals. In order to reach them, I will take full advantage of the teaching and learning center, writing resources and administrative support, especially the ORCA office. I am learning more about resources available at BYU and am building collaborations. I would like to pursue further support for purchasing research equipment to conduct air pollution monitoring. I will also need to build infrastructure among student employees in order to create a global asthma network center in future years. There will need to be many volunteers willing to deliver and collect surveys and enter data as it comes in. This will be a large, but rewarding undertaking for students who would like research experience.

The faculty member undergoing progress toward continuing status, Chantel D. Sloan, and the Department of Health Science concur that the goals and resources addressed within this plan will lead the faculty candidate toward building a successful continuing status and rank-advancement profile.

__________________________  ___________  ______________________  ______
         , Ph.D., CHES            Date                   , Ph.D.           Date
Department Chair
OVERVIEW
As stated in my Faculty Development Plan, my philosophy toward scholarship is that being actively involved in scholarship will strengthen my personal skills in my fields of study, help me stay in touch with recent developments to incorporate into my teaching, and provide opportunities for students to actively participate in the research process.

My goal in scholarship is to publish 3 papers each year where I am either first or last author (with a student as first), and to be a collaborator on at least 2 more. To reach this goal, I have several projects underway at present. Some are long term, while others will be completed in the next year. As I have previously listed my ongoing and future projects, I have provided a tabular timeline of goals for conducting data analysis and publishing within each of these projects. Please see the Faculty Development Plan for descriptions of each individual project in Section 2 (page 4).

PLAN TO COMPLETE BY FEBRUARY, 2015 (Note: several of these projects have been ongoing, hence the anticipation of completion of a large number of manuscripts within the next year.)

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals by 2/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. US Military Health System bronchiolitis; have submitted an R21 to NHLBI</td>
<td>Have completed and submitted 2 papers, and be working on the third.</td>
</tr>
<tr>
<td>2. Emerging Infections Program</td>
<td>Have 2 papers completed and submitted.</td>
</tr>
<tr>
<td>3. Detecting associations between infant bronchiolitis, sleep apnea and SIDS</td>
<td>Have 1 paper completed and submitted, and this project wrapped up.</td>
</tr>
<tr>
<td>5. US awareness of Health Disparities</td>
<td>Have data collected and begin analysis.</td>
</tr>
<tr>
<td>6. Global asthma network</td>
<td>Have sought and potentially secured funding to conduct this study in 2015-2016; this is a longer term project being thought about for future applications working with students</td>
</tr>
</tbody>
</table>
PRACTICES THAT WILL LEAD TO SUCCESS
The most important practice in scholarship that will result in successfully completing projects is to have a series of smaller goals. Often my biggest problem is that certain projects get put on the “back burner” for the sake of other ones. This makes it difficult to revisit the project in the future. I will maintain weekly or bi-weekly meetings with collaborators and research assistants that result in short and long-term “to-do” lists. This will help me to stay on top of things, and even if I don’t have time to work on something during a certain week, to keep it on my radar.

ASSESSMENT
I will essentially know if I have met my scholarship goals if I have gotten the listed publications submitted to journals. As one of my goals is to have students participating actively in research, I want at least 1/3 of my papers to include student authors, with this number increasing in later years.

CITIZENSHIP PROJECT PROPOSAL

Chantel Sloan, Ph.D.
Department of Health Science
College of Life Sciences

OVERVIEW
Throughout my first year, I have participated in citizenship in the Department, though these assignments have not been burdensome. As stated in my faculty development plan, I have been involved in Department committees and MPH committees. I will continue to be involved in those areas as well as in future assignments.

In my scholarship, I have collaborations with three outside institutions- the Emerging Infections Program, the Department of Defense, and Vanderbilt University Medical Center. At BYU, I have collaborations with the Department of Statistics and with individuals within my department. These are listed in Section 2 (page 4) of my faculty development plan.

I am a member of the Association of American Geographers and the American Thoracic Society, though I do not currently hold any leadership positions. I also currently review for several journals in my specialty, including Spatial and Spatiotemporal Epidemiology and The International Journal of Health Geographics.

PLAN FOR NEXT 5 YEARS
My plan to increase my citizenship role over the next 5 years includes serving in my committee assignments, while gradually taking more active leadership roles in those committees. I will also accept College and/or University assignments that may come, as long as they will not lead to my being over-committed to citizenship at the expense of teaching and scholarship.
I will continue to seek collaborative research opportunities within and outside of the department. I have several of these in place now, and am working on completing several projects. However, down the road I would also like to work with people from Micro and Molecular Biology and from the Department of Geography.

I will also begin to be more involved with the scientific societies of which I take part- helping to advance the field and make BYU’s participation more visible in my field of study. I will also continue to review papers for journals, and will begin to actively involve undergraduate and graduate research assistants in those journal assignments. This will give them valuable insight into the journal writing and revising process.

**CITIZENSHIP IN THE COMMUNITY**

I believe it is important to be a good citizen of the broader BYU community in providing outside service. As such, I have agreed to advise the BYU Rotary Club in 2014. This is a service-oriented group of BYU students who conduct by-monthly service projects. My role will be to approve service projects and attend when possible.

I also have served in my ward as a Visiting Teaching coordinator this past year, and now having been released from that calling, will continue to actively serve in my new ward calling.
INSTRUCTOR INFORMATION
Name: Chantel Sloan
Office Location: 221H RB
Office Phone: 801-422-3959
Email: chantel.sloan@byu.edu

TA INFORMATION
Name: Reena Karki
Email: k_reena01@hotmail.com

I. OVERVIEW

CHANGE POLICY
The instructor reserves the right to alter the syllabus at any time during the semester as dictated by the changing needs of the class.

COURSE PURPOSE
The purpose of this course is to help students develop an ecological view of disease as a product of interaction between the individual, their behaviors and their external environment, and learn how to work toward defining and solving those problems using currently available technologies.

TOPICS EXPLORED
Topics of discussion include disease clustering, influence of the built environment on health, infectious disease transmission and air pollution studies. It is also a skills-based course, in which students will get significant hands-on experience with Geographic Information Systems and related software to learn how to work with and analyze spatial datasets.

LEARNING OUTCOMES
By the end of this course, students should be able to do the following:
   a. Describe multiple ways in which location can influence health.
   b. Know how to ask and analyze questions regarding health and location using current technologies.
   c. Understand how geography can inform and improve current health care delivery.
   d. Describe interactions between individual behavior, genetics and environment involved in common disease etiologies.

GRADING POLICY
Grades will be based on completing assigned reading exercises, the semester project, and a midterm and final exam. There is also an extra credit assignment if you would like to fulfill those requirements.
ATTENDANCE POLICY
Since this is a class largely based on learning software, it is essential that you attend class. Each Wednesday will be lecture where a reading assignment is due. Mondays will be time spent in the computer lab completing exercises and learning how to use the software. If you are ill you will be expected to work on the laboratory outside of class.

CLASS PROCEDURES
This will be a highly interactive class. You are expected to come to class prepared so we can spend the bulk of class time on projects, application and discussion.

II. ASSIGNMENTS
SEMESTER PROJECT
The semester project will be done individually. You may discuss what you are working on with other members of the class, but cannot work in teams. The goal is to create a map of Provo, UT (or some smaller area inside of Provo) that would be directly useful for a medical clinician practicing in the area in their interactions with patients. Example general topics include: accident prevention, infectious disease spread, air pollution levels, water pollution, prevention coverage, built environment descriptions (healthy food, etc.), and helping patients access health care. The scope of this project is to create a map that doesn’t just show health data, but will be directly useful in interactions between the physician and the patient. The map must incorporate at least 3 different data sources, and have at least one inset graph. The map should not just have those 3 data sources layered, but they should be integrated through some kind of secondary analysis. You must have a title, legend, scale bar, north arrow and references listed on the map. The project is divided into separate small assignments due throughout the semester:

a. Interviews with Health Care Providers. (40 pts). Due before class on Wednesday, October 1st. In the first month of the semester, you will find and interview 2 different MDs or DMDs practicing in the Provo area in order to form collaborations and develop ideas.

1. Interview preparation. The interview must be conducted in person or over the phone (though e-mail is allowed to set up the appointment). Prepare a few general ideas beforehand that could be completed using available datasets discussed in class, or that you have found elsewhere.

2. Conducting the Interview. Although you will have ideas in hand, those are just to help generate discussion. Be sure to do as much if not more listening than talking. Example questions to ask during the interview include:
   a. What would be useful for you to know about the Provo area in interacting with and/or educating their patients?
   b. What are some ways in which where a patient lives influences their health?
   c. Can you think of any ways in which a map of \textit{(insert variable)} might be useful in your day-to-day practice?
3. After the interview. Write and upload to Learning Suite a 1 page, single-spaced, typed description of who you interviewed, where, when and why, and what ideas were generated before the due date.

b. Map plan. (30 pts). Due before class, Wednesday, October 22nd. Upload to Learning Suite a 1-page single-spaced (references on 2nd page) plan for your map divided into the following sections:
   1. Description of the problem. What health condition/preventive measure will you be addressing with your map? How will it influence change in a clinical setting?
   2. Data sources. List each data source you will use with a brief description (type of data, years, where downloaded from). A reference list should be provided as a second page. The choice of format for the references is up to you. They just need to be clean and consistent.
   3. Cartography. Your plan for organizing the data into a map with inset graph in a useful and interpretable way.

c. Rough draft. (20 pts.) Due at the beginning of class, Wednesday, November 12th. Upload a .pdf of your map to Learning Suite before class. The rough draft is just that- it does not have to be completed, but you must be able to show that you have all of your data in hand and organized at this point in the process.

d. Final draft. (110 pts.) Due at the beginning of class, Wednesday, December 3rd. Upload your final .pdf to Learning Suite prior to class. The final poster map should be around 6 sq ft. (24" x 36" or something like that). The TA will have them printed for presentations the next week. You will receive your grade and feedback before the presentation. A rubric for grading will be provided separately, but the basic categories for grading are:
   1. Selecting a clinically-appropriate question
   2. Finding and using accurate and appropriate data sources (at least 3)
   3. Incorporating and analyzing the data in some secondary way. (Simply layering the data sources together is not acceptable).
   4. Including an inset graph that well supports the purpose of the map
   5. Using good cartographic skills in minimizing white space, legend, arrows, colors.

e. Presentations. (40 pts.) Wednesday, December 10th. You will present your map to your classmates and some outside guests who will score your poster based on the following criteria:
   a. Usefulness to a clinical practice- how truly useable and helpful will this be in a clinical setting?
   b. Creativity- is this something already being done, or did you think outside the box?
   c. Presentation- how well do you communicate the question and your findings verbally?
TEXTBOOK READINGS

<table>
<thead>
<tr>
<th>Image</th>
<th>Item</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Medical Geography, Third Edition Required by Melinda S. Meade</td>
<td>Amazon</td>
<td>$58.52</td>
<td>$14.47</td>
</tr>
<tr>
<td></td>
<td>ISBN: 1606230166</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***Before each Wednesday lecture***, you will be assigned a chapter to read from the textbook. There will be an assignment with each reading on Learning Suite to be completed before class. Each of these will provide questions aligned with the learning outcomes associated with the next day’s lecture.

EXAMS

a. Midterm exam
   Open all day Friday, Oct 10 in the Testing Center
   This exam covers the material from Lectures 1-6

b. Final exam
   Monday, Dec 15 at 2:30 pm
   W005 BNSN 2:30-5:30pm
   This exam will cover Lecture 7 through the end of the semester

EXTRA CREDIT
As an extra credit assignment, you can get an extra 20 points by reading the below book. After reading, pick one principle we have discussed in class or from the readings of which an example is provided in the book. Write a 1-page single-spaced discussion of how individuals applied that principle to their research on cholera.

POINT BREAKDOWN

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Semester Project</td>
<td>40%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
</tbody>
</table>
### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>E</td>
<td>0%</td>
</tr>
</tbody>
</table>

### IV. SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>W - Sep 03</td>
<td>History of Medical Geography</td>
<td></td>
</tr>
<tr>
<td>M - Sep 08</td>
<td>Exercise- Intro to ArcMap</td>
<td></td>
</tr>
<tr>
<td>W - Sep 10</td>
<td>GIS and Cartography</td>
<td>Textbook Chapter 3</td>
</tr>
<tr>
<td>M - Sep 15</td>
<td>Exercise- Using symbology</td>
<td></td>
</tr>
<tr>
<td>W - Sep 17</td>
<td>Spatial statistics</td>
<td>Textbook Chapter 12</td>
</tr>
<tr>
<td>M - Sep 22</td>
<td>Exercise- Scan statistic</td>
<td></td>
</tr>
<tr>
<td>W - Sep 24</td>
<td>Human ecology of disease</td>
<td>Textbook Chapter 2</td>
</tr>
<tr>
<td>M - Sep 29</td>
<td>Exercise- recreate John Snow map</td>
<td></td>
</tr>
<tr>
<td>W - Oct 01</td>
<td>Landscape epidemiology</td>
<td>Textbook Chapter 4</td>
</tr>
<tr>
<td>W - Oct 03</td>
<td>Exercise- vector distributions</td>
<td></td>
</tr>
<tr>
<td>W - Oct 08</td>
<td>Built environment</td>
<td>Textbook Chapter 9</td>
</tr>
<tr>
<td>F - Oct 10</td>
<td>Midterm Exam in Testing Center All Day</td>
<td></td>
</tr>
<tr>
<td>M - Oct 13</td>
<td>Exercise- interfacing with Google Earth</td>
<td></td>
</tr>
<tr>
<td>W - Oct 15</td>
<td>Geography chronic disease</td>
<td>Textbook Chapter 8</td>
</tr>
<tr>
<td>M - Oct 20</td>
<td>Exercise- food deserts</td>
<td></td>
</tr>
<tr>
<td>W - Oct 22</td>
<td>Transitions and Development - land change and health</td>
<td>Textbook Chapter 5</td>
</tr>
<tr>
<td>M - Oct 27</td>
<td>Exercise- land cover change</td>
<td></td>
</tr>
<tr>
<td>W - Oct 29</td>
<td>Climate</td>
<td>Textbook Chapter 9</td>
</tr>
<tr>
<td>M - Nov 03</td>
<td>Exercise- spatial interpolation</td>
<td></td>
</tr>
<tr>
<td>W - Nov 05</td>
<td>Pollution</td>
<td></td>
</tr>
<tr>
<td>M - Nov 10</td>
<td>Exercise- Using ArcScene</td>
<td></td>
</tr>
<tr>
<td>W - Nov 12</td>
<td>Infectious disease diffusion</td>
<td>Textbook Chapter 10</td>
</tr>
</tbody>
</table>

Rough Draft
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M - Nov 17</td>
<td>Exercise- Incorporating time</td>
<td></td>
</tr>
<tr>
<td>W - Nov 19</td>
<td>Health Care Access</td>
<td>Textbook Chapter 11</td>
</tr>
<tr>
<td>M - Nov 24</td>
<td>Exercise - analyzing distance, rural vs. urban</td>
<td></td>
</tr>
<tr>
<td>T - Nov 25</td>
<td>Friday Instruction</td>
<td></td>
</tr>
<tr>
<td>W - Nov 26</td>
<td>No Classes</td>
<td></td>
</tr>
<tr>
<td>M - Dec 01</td>
<td>Individual project</td>
<td></td>
</tr>
<tr>
<td>W - Dec 03</td>
<td>Special topic- Disaster relief mapping</td>
<td>Final draft</td>
</tr>
<tr>
<td>M - Dec 08</td>
<td>Special topic- Genetics and geography</td>
<td></td>
</tr>
<tr>
<td>W - Dec 10</td>
<td>The Ghost Map</td>
<td>Class presentations</td>
</tr>
<tr>
<td>F - Dec 12</td>
<td>Exam Preparation Day</td>
<td></td>
</tr>
<tr>
<td>M- Dec 15</td>
<td>Final Exam in W005 BNSN 2:30-5:30pm</td>
<td></td>
</tr>
</tbody>
</table>

### III. UNIVERSITY POLICIES

**HONOR CODE**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**SEXUAL HARASSMENT**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**STUDENT DISABILITY**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess
students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**ACADEMIC HONESTY**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**DELIBERATION GUIDELINES**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines)

**DEVOTIONAL ATTENDANCE**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to
being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

INAPPROPRIATE USE OF COURSE MATERIALS
All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

PLAGIARISM
Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.
RESPECTFUL ENVIRONMENT
"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010