Course Information

Date Submitted: 10/30/2015

Current Prefix and Number: CPH - College of Public Health, CPH 604 PUBLIC HEALTH AND DISEASE PREVENTION

Other Course:

Proposed Prefix and Number: CPH 604

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: PUBLIC HEALTH

b. Department/Division: Public Health

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Kathryn Cardarelli

Email: kathryn.cardarelli@uky.edu

Phone: 218-0241

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: PUBLIC HEALTH AND DISEASE PREVENTION

Proposed Title: FOUNDATIONS OF HEALTH BEHAVIOR

c. Current Transcript Title: PUBLIC HEALTH AND DISEASE PREVENTION

Proposed Transcript Title: FOUNDATIONS OF HEALTH BEHAVIOR

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

    LECTURE: 3

Proposed Meeting Patterns

    LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

  Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course will introduce students to issues of public health and populations health status. Principles of disease prevention and the focus on population health will be explored. The behavior of population is a major variable in health outcomes. Behavior models resulting in positive health will be introduced.

Proposed Course Description for Bulletin: This course will demonstrate how changes in health behavior can and do impact population-level indicators of morbidity and mortality. Students will acquire the necessary tools to identify priority needs for health promotion, design health programs, and to implement and evaluate these programs. Students will be able to make clear linkages between health promotion practices and the overarching goals of public health. Selection and design of strategies will be achieved through an understanding of theory-based approaches that have been widely applied in health promotion research. The course will also introduce students to various methods that can be used to plan, measure, and evaluate health promotion programs.

2j. Current Prerequisites, if any: Prereq: Admission to MPH program or permission of instructor.

Proposed Prerequisites, if any: Same

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

    If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

    If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

    If YES, list the program(s) here:

6. Check box if changed to 400G or 500:   No

Distance Learning Form

Instructor Name: Kathryn Cardarelli

Instructor Email: kathryn.cardarelli@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Students will have opportunity to interact with the instructor and with each other on a weekly basis through discussion boards and email. The instructor will also make herself available for phone and skype meetings with students, if preferred. The syllabus conforms to the Distance Learning Considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Course textbooks and readings will not change. Course goals will not change either. Assessment of student learning outcomes will only slightly change, in that discussion board participation is now included. Quizzes, exams, and reflection papers remain.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   tudents will be required to sign an academic integrity statement for each assignment/quiz/exam prior to submitting work. All exams and quizzes will be time-limited, and a random question generator will be employed for each quiz and exam. The new learning management system, Canvas, supports this application.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   No

If yes, which percentage, and which program(s)?   N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Students are made aware of student services, including disability resource services, academic ombud, and technology resources in the syllabus. Links and/or contact information for these services are provided in the syllabus.

6.How do course requirements ensure that students make appropriate use of learning resources?   The syllabus makes note of the availability of resources including distance learning library services. Contact information for individuals who can connect students with these resources is included as well.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   N/A

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   Yes, this information is provided in the DL syllabus template.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name: Kathryn Cardarelli

   SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 604 CHANGE College Review|20151030

   SIGNATURE|ZNNIKO0|Roshan Nikou|CPH 604 CHANGE Graduate Council Review|20151211

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse...   Upload File

	ID	Attachment
Delete	5685	CPH 604 DL Syllabus.pdf

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	CPH - College of Public Health	Proposed Prefix & Number: (example: PHY 401G)	CPH 604
	CPH 604 PUBLIC HEALTH AND DISEASE PREVENTION	☑ Check if same as current	

*	What type of change is being proposed?	☑ Major Change
		☑ Major – Add Distance Learning
		☐ Minor - change in number within the same hundred series, exception the same "hundred series"
		☐ Minor - editorial change in course title or description which does not in content or emphasis
		☐ Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or s alteration of the prerequisite(s)
		☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I ☐ Global Dynamics

1.	General Information
a.	Submitted by the College of: PUBLIC HEALTH Submission Date: 10/30/2015
b.	Department/Division: Public Health
c.*	Is there a change in "ownership" of the course?
	○ Yes ◉ No If YES, what college/department will offer the course instead? Select...
e.*	* Contact Person Name: Andrea Perkins Email: andrea.perkins@uky.edu Phone: 218-2021
	* Responsible Faculty ID (if different from Contact) Kathryn Cardarelli Email: kathryn.cardarelli@uky.e Phone: 218-0241
f.*	Requested Effective Date: ☑ Semester Following Approval OR Specific Term: ²
2.	Designation and Description of Proposed Course.

a.	Current Distance Learning(DL) Status:	○ N/A
		○ Already approved for DL*
		◉ Please Add
		○ Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) tha proposed changes do not affect DL delivery.	

b.	Full Title:	PUBLIC HEALTH AND DISEASE PREVENTION	Proposed Title: *	FOUNDATIONS OF HEALTH BEH/
c.	**Current Transcript Title** (if full title is more than 40 characters):		PUBLIC HEALTH AND DISEASE PREVENTION	
c.	*Proposed Transcript Title (if full title is more than 40 characters):*		FOUNDATIONS OF HEALTH BEHAVIOR	
d.	**Current Cross-listing:**	☑ N/A	OR	Currently² Cross-listed with (Prefix & Number): none
	Proposed – ADD¹ Cross-listing (Prefix & Number):			

	Proposed – REMOVE [3,4] Cross-listing (Prefix & Number):				
e.	**Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern type.**				

Current:	Lecture 3	Laboratory [6]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

Proposed: *	Lecture 3	Laboratory [5]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

f.	**Current Grading System:**	Graduate School Grade Scale
	*Proposed Grading System:**	○ *Letter (A, B, C, etc.)* ○ *Pass/Fail* ○ *Medicine Numeric Grade (Non-medical students will receive a letter grade)* ◉ *Graduate School Grade Scale*

g.	**Current number of credit hours:**		3	*Proposed number of credit hours:**	3

h.*	Currently, is this course repeatable for additional credit?	○ Yes ◉ N
*	*Proposed to be repeatable for additional credit?*	○ Yes ◉ N
	If YES:	*Maximum number of credit hours:*	
	If YES:	*Will this course allow multiple registrations during the same semester?*	○ Yes ○ N

i.	**Current Course Description for Bulletin:**
	This course will introduce students to issues of public health and populations health status. Principles of disease prevention and the focus on population health will be explored. The behavior of population is a major variable in health outcomes. Behavior models resulting in positive health will be introduced.

*	*Proposed Course Description for Bulletin:*
	This course will demonstrate how changes in health behavior can and do impact population-level indicators of morbidit and mortality. Students will acquire the necessary tools to identify priority needs for health promotion, design health programs, and to implement and evaluate these programs. Students will be able to make clear linkages between health promotion practices and the overarching goals of public health. Selection and design of strategies will be achieved through an understanding of theory-based approaches that have been widely applied in health promotion research. The course will also introduce students to various methods that can be used to plan, measure, and evaluate health promotion programs.

j.	**Current Prerequisites, if any:**
	Prereq: Admission to MPH program or permission of instructor.

*	*Proposed Prerequisites, if any:*
	Same
*	

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience ○ Service Learning ○ Both

	Proposed Supplementary Teaching Component:	○ Community-Based Experience
		○ Service Learning
		○ Both
		○ No Change

3.	Currently, is this course taught off campus?	○ Yes ◉ N
*	Proposed to be taught off campus?	○ Yes ◉ N
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	○ Yes ◉ N
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ◉ N
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement[2] for ANY program?	○ Yes ◉ N
	If YES[2], list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiatior undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; anc establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technolo

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the require are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent e students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	CPH 604	Date:	10/30/2015
Instructor Name:	Kathryn Cardarelli	Instructor Email:	kathryn.cardarelli@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Syllabus Guidelines, specifically the Distance Learning Considerations?

   Students will have opportunity to interact with the instructor and with each other on a weekly basis through discussion boards and email. The instructor will also make herself available for phone and skype meetings with

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goz assessment of student learning outcomes, etc.

   Course textbooks and readings will not change. Course goals will not change either. Assessment of student learning outcomes will only slightly change, in that discussion board participation is now included. Quizzes,

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acac offense policy; etc.

tudents will be required to sign an academic integrity statement for each assignment/quiz/exam prior to submitting work. All exams and quizzes will be time-limited, and a random question generator will be employed for each quiz

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No

Which percentage, and which program(s)?

N/A

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deli six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

Students are made aware of student services, including disability resource services, academic ombud, and technology resources in the syllabus. Links and/or contact information for these services are provided in the

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The syllabus makes note of the availability of resources including distance learning library services. Contact information for individuals who can connect students with these resources is included as well.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

N/A

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

Yes, this information is provided in the DL syllabus template.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes
◯ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said te

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
    - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Acc which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.u
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
    - Carla Cantagallo, DL Librarian
    - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
    - Email: dllservice@email.uky.edu
    - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Kathryn Cardarelli

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n
form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me
meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7]In order to change a program, a program change form must also be submitted.

Online Course Syllabus
CPH 604: Foundations of Health Behavior
Fall 2016

Contact information

Instructor:	Kathryn Cardarelli, PhD	
	Associate Professor of Health Behavior	
Telephone:	859-218-0241	
E-mail:	Kathryn.cardarelli@uky.edu [preferred method of contact]	
Virtual Office Hours:	By appointment. For face-to-face, telephone or skype appointments, please email the instructor.	

Course description

This course will demonstrate how changes in health behavior can and do impact population-level indicators of morbidity and mortality. Students will acquire the necessary tools to identify priority needs for health promotion, design health programs, and to implement and evaluate these programs. Students will be able to make clear linkages between health promotion practices and the overarching goals of public health. Selection and design of strategies will be achieved through an understanding of theory-based approaches that have been widely applied in health promotion research. The course will also introduce students to various methods that can be used to plan, measure, and evaluate health promotion programs.

Course rationale:

This course provides an in-depth look at the core discipline of social and behavioral sciences. A solid foundation in social and behavioral sciences is vital to understanding the role behavior plays in health outcomes. Related, recognizing the multi-level, ecological influences on health behavior informs the development of evidence-based interventions and programmatic activities.

Course prerequisites

Enrollment in the MPH program or permission of the instructor

Course Objectives/Student Learning Outcomes and related UKCPH Competencies

Program Level Outcomes	Course Objectives At the end of the course, students will be able to...
Demonstrate cultural competency in public health through transdisciplinary communication and collaboration. (MPH SLO 2) Evaluate program planning, ethical and professional strategies in public health. (MPH SLO 3) Integrate advocacy and public health knowledge within core public health areas (MPH SLO 5)	• Explain how changing health behavior can impact morbidity and mortality rates • Using theory-based approaches to discuss selection and design strategies for planning, measuring and evaluating health promotion programs. • Explain key barriers to achieving change, implementing, and translating health behavior change programs • Compare and contrast health behavior theories and approaches that incorporate social norms, health communication strategies, and ecological perspectives • Explain each of steps in the PRECEDE-PROCEED Planning Model • Explain the role of behavioral and social science in public health • Understand the fundamental aspects of program evaluation • Discuss the concept of the "new public health" of the 21st century • Understand structural influences on health behavior • Discuss measurement, evaluation, and translation in health promotion research and practice • Illustrate how health behavior integrates with other disciplines within the field of public health

Textbooks and Other Materials
Required: DiClemente RJ, Salazar LF, Crosby RA. (2013). *Health Behavior Theory for Public Health: Principles, Foundations, and Applications*. Burlington, MA: Jones & Bartlett Learning.

Required: Dash, Leon. (1996) *Rosa Lee: A Mother and Her Family in Urban America*. New York, NY: Plume, Penguin Group.

Required: Schlosser E. (2001). Fast Food Nation: The Dark Side of the All-American Meal. New York, NY: Houghton-Mifflin (ISBN-978-0-547-75033-0).

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

1- **Discussion boards and reflection papers:** Students will participate in discussion boards for discussion of the assigned readings *Rosa Lee* and *Fast Food Nation*. It is essential that you complete the readings and participate in the discussion. You will write one brief reflection paper for each book, for a total of two reflection papers. For each, write a 2-page, single-spaced brief giving first a one-paragraph summary of the book, then your reactions to the reading, and how this story investigates/addresses structural influences on public health and health behavior, and/or provides solutions applicable to health promotion practice. Students then must respond to at least two other reflection papers. These discussions will be moderated by the instructor. **Reflection papers and discussion board participation will comprise 10% of your final grade.**

2- **Quizzes:** Weekly quizzes will be given over the course of the semester focusing on the material covered in the course textbook (13 total quizzes). Quizzes will focus on the assigned chapter for that particular date. **Quizzes will comprise 30% of your final grade.**

3- **Examinations:** A midterm exam (50 questions) will be given. This exam will require you to synthesize and apply information learned from class and the assigned readings. **The midterm exam will comprise 30% of the final grade.** A final exam (50 questions) will be given. This exam will not be comprehensive. Like the midterm, the final will require you to synthesize and apply information learned from class and the assigned readings. **The final exam will comprise 30% of your final grade.**

For graduate-level courses:
- 100-90=A
- 89-80=B
- 79-70=C
- 69 or below=E

Technical Requirements for the Course:

In order to have a successful educational experience in distance learning courses, there are minimum technology requirements that should be met. The University of Kentucky strongly recommends that each student purchase a personal computer. To review minimum recommendations and guidelines for your computer click here.

University of Kentucky distance learning students are also encouraged to acquire the following hardware, software and internet connection to ensure that all systems used by distance learning courses will function properly.

Hardware: Headset with a microphone
Webcam (recommended)

Software: The latest version of Java (available here)
The latest version of Adobe Flash (available here)
The latest version of Adobe Acrobat Reader (available here)
Microsoft Office (available free to students through http://download.uky.edu/)

Internet
Connection: 1 MBPS Broadband Connection

If you have any questions or need assistance, the UKIT Service Desk is available for all supported student technology needs. Information for how to contact the Service Desk can be found here.

Distance Learning Library Services
The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through Distance Learning Programs. The Distance Learning Library Service is staffed by a full-time librarian. More information can be located here.

- Carla Cantagallo, DL Librarian, Email: dllservice@lsv.uky.edu
- 859-218-1240

Canvas and E-mail Communication:
Students are expected to check their University of Kentucky-issued e-mail frequently for communication related to the course.

Instructor expectations

1. Class preparation and participation are assumed and expected
2. I expect you to actively participate in class discussion threads and other assignments as applicable. Participation will significantly enhance the learning experience.
3. I expect you to be respectful of the answers and opinions of others.
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will affect the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you during the semester to interactively engage via Canvas with the other students and the instructor.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
9. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic Integrity
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-

expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Religious Observances
Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather
The University of Kentucky has a detailed policy for decisions to close in inclement weather. This policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Late work policy
Assignments that are not submitted by the assigned due date/time will be considered late. Late coursework will have points deducted according to how late it was turned in and the significance of the assignment. Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

Excused absences policy

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Student Resources

Success as a student is a collaborative effort between students, faculty and support services at the University of Kentucky. Support, through practical solutions, is available through programs and activities offered both on the web and on UK's main campus. These support services span academic, personal, social, or career interests. Please see visit http://www.uky.edu/studentsuccess/student-resource-home for links to assist you in finding your way, which include academic expectations and resources, advising, career services, financial resources, and student involvement. There is also an area on this site in which you can submit a request for assistance and read some FAQs. Transitioning students can find tips for studying http://www.uky.edu/studentsuccess/where-to-study and special events http://www.uky.edu/studentsuccess/second-year to aid in making a strong transition.

Technology related resources can be found at http://www.uky.edu/ukit/techtips/students. Did you know that the Media Depot is supported by your Student Technology Fee http://www.uky.edu/ukit/mediadepot and is available for you to develop multimedia presentations and multimodal communications? Further, the Media Depot link also has copyright free music, images and video links to aid you in preparing exceptional presentations.

Appropriate online behavior

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language). Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Canvas course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at http://www.uky.edu/StudentAffairs/Code/part2.html

Course schedule and topics

Session	Topic	Reading Assignments (DiClemente, Salazar, & Crosby, 2013)
1	Health Behavior in the Context of the "New" Public Health	Chapter 1
2	How Theory Informs Health Promotion and Public Health Practice	Chapter 2
3	The PRECEDE-PROCEED Planning Model	Chapter 3
4	Value-Expectancy Theories	Chapter 4
5	Models Based on Perceived Threat and Fear Appeals	Chapter 5
6	Stage Models for Health Promotion	Chapter 6
7	The Behavioral Economics of Health Behavior **Fast Food Nation discussion**	Chapter 7 **Fast Food Nation**
8	**MIDTERM EXAM**	
9	Social Cognitive Theory Applied to Health Behavior	Chapter 8
10	Health Communication: Theory, Social Marketing, and Tailoring	Chapter 9
11	Social Networks and Diffusion of Innovations Theory	Chapter 10

12	Ecological Approaches to Health Promotion	Chapter 11
13	**Rosa Lee discussion**	**Rosa Lee**
14	Evaluating Theory-Based Public Health Programs: Linking Principles to Practice	Chapter 13
15	Measurement and Design Related to Theoretically-Based Health Promotion Research and Practice; Translating Research to Practice: Putting "What Works" to Work	Chapter 12 & 14
16	****** *FINAL EXAM* *******	