

General Education Course Approval Form

Date of Submission: June 17, 2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input checked="" type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Department of Health Behavior, College of Public Health

Course Prefix and Number: CPH 201 Credit hours: 3

Course Title: An Introduction to Public Health: Theory and Methods

Expected Number of Students per Section: 125 Course Required for Majors in your Program? No

Prerequisite(s) for Course? None

This request is for (check one) A New Course An Existing Course

Departmental Contact Information


Name: Richard A. Crosby, PhD Email: crosby@uky.edu


Office Address: 121 Washington Ave, Rm. 113, 0003 Phone: 218-2039

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: June 17, 2010

Dean:  Date: June 17, 2010

Submit all proposals electronically to:
Sharon Gill
 Office of Undergraduate Education
Sharon.Gill@uky.edu

Preamble to CPH 201 An Introduction to Public Health: Theory and Methods

This proposed general education course, CPH 201 - An Introduction to Public Health: Theory and Methods, is particularly relevant to the area of Intellectual Inquiry in the Social Sciences. The course is designed to provide undergraduate students with a broad understanding of theory-based approaches to research and practice as applied to protecting the health and well-being of people in local communities and across the nation. It will give insights to current threats to health fostered by our environment, the global nature of our society, and the risk behaviors of our culture. Whereas medical doctors treat patients' health problems, public health workers try to 'treat,' or maintain, the health of an entire population. Seatbelt laws, smoking ordinances, flu vaccines, and fluoride in our drinking water are all achievements that fall under the auspices of public health. Public health debates are in the news every day and will enrich the relevance of the content, whether it is the latest outbreak of swine flu or the eradication of trans-fats from entire cities. In dealing with the diversity of perspectives and beliefs, the course will also examine health issues of people less fortunate and explore ways to help them to live healthier life styles.

CPH 201 has previously been taught by the College of Public Health with an enrollment limit of 30 students. It has been oversubscribed each time it has been offered. Based on prior student feedback and being responsive to the area of intellectual inquiry in the social sciences, the course has been expanded to include emphasis on theory and research methodology. Students will be provided with guided practice in the interpretation and application of public health research data about various public health issues as reflected in selected Kentucky communities. Students will demonstrate an understanding of the health issues, evaluate data, and project further research questions and possible methodologies. A pinnacle of the course will be a DVD that captures outstanding student "performances" regarding innovative application of theory and research to the problems of obesity, injury control, sexually transmitted diseases, cancer prevention, heart disease, tobacco control, drug abuse, and maternal and child health. This DVD will be the assessment artifact of the course.

The approach to teaching this course to 125 students will be based on a model implemented during the initial offering of CPH 201 several years ago. A stipend will be provided to five teaching assistants who will be assigned to the instructor, Dr. Richard Crosby. Dr. Crosby will engage the TAs in the final course design and will provide instruction on group facilitation techniques. The College of Public Health has designed a course for doctoral students who wish to be TAs for CPH 201 and receive course credit. Each TA will be assigned to a group of 25 students. Each 2.5 hour class session will begin with an interactive lecture (typically delivered by Dr. Crosby) to all 125 students. After five minutes of organizational procedures and ten minutes to move to adjacent classrooms, students will meet with their assigned TA for the remaining 75 minutes of class. The TAs, already having extensive public health classroom and field experiences, will attend the lecture and have pre-prepared talking points on the lecture content as well as their own detailed notes. Their responsibility in the last 75 minutes of class each week will begin by reviewing the content of the lecture, answering questions, and providing students with practice in applying the principles. Next, the TAs will introduce the homework assignment and provide a sample of a "perfect paper" or "well formulated homework submission" to their respective group of 25 students. Questions and answers about the homework assignment will follow. Each TA will conclude their session by conducting a "check for understanding" exercise designed to challenge students (in a team contest) to integrate what they learned for a particular class session with all of previous class material.

CPH 201
An Introduction to Public Health: Theory and Methods
Fall 2010

Syllabus and Course Policies Document

Instructor

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Office Hours: By Appointment or Monday afternoons on campus

Campus Office: UK College of Public Health, 121 Washington Avenue, Room 113

About This Course

This course is listed as an option in the Social Sciences requirement of the University Studies Program.

Course Description: This course provides the student with basic knowledge about the discipline of public health. After receiving an introduction and historical orientation to public health, students will begin to acquire functional knowledge of the theoretical and methodological underpinnings of public health practice. Key content areas such as epidemiology, health behavior, environmental health, health policy, health disparities, HIV/AIDS, obesity, tobacco prevention and other pertinent public health topics will become focal points for class discussion. This course will emphasize theory-driven empirical investigation of key behavioral issues that influence the health and well-being of our nation.

Course-Specific Objectives:

- describe the role of public health in society and give examples
- distinguish public health practice from medical care
- identify potential conflicts between public health practice and politics
- identify basic theoretical approaches to changing health behavior
- understand the role and apply basic principles of epidemiology in public health
- describe the role and application procedures of health behavior in public health
- describe the importance of health policy in public health as it relates to current legislative initiatives
- be able to define and describe the implications of health disparities in public health
- demonstrate competence in the application of various research methodologies to improving health promotion practice in the United States

Required Textbooks

Schneider MJ 2006. *Introduction to Public Health* (Second Edition). Boston, MA: Jones and Bartlett Publishers (ISBN 0-7637-3000-9).

DeBuono BA (Ed.) 2006. *Milestones in Public Health*. New York, NY: Pfizer Inc. (ISBN 0-9761815-1-7)

Additional readings may be necessary based on lecture/discussion topic(s).

Course Policies and Logistics

Class Meetings: The first class meeting is Monday, September 8. We will meet on Mondays from 9:00 am to 11:30 am.

Assignments: Homework assignments comprise **25%** of the final grade. **Ten (10)** assignments will be provided during the semester. Emailed assignments will not be accepted. Each assignment must be handed in during class. All assignments will be designed by Dr. Crosby but administered by a course teaching assistant (TA). On the first day of class you will be assigned to a TA. Starting in week #3 (and each week thereafter for ten weeks) you will be given a homework assignment that is due the following week (given, in person, to the assigned TA).

A pinnacle of the course will be a DVD that captures outstanding student “performances” regarding innovative application of theory and research to the problems of obesity, injury control, sexually transmitted diseases, cancer prevention, heart disease, tobacco control, drug abuse, and maternal and child health. This DVD will be the assessment artifact of the course and is further described in assignments 8 and 9.

Late Policy for Assignments: Dr. Crosby will deduct 5 points from assignments that are submitted late. Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

Research Project: A term paper reflecting a research project will comprise **25%** of your final grade. The research project will involve a review of 12 journal articles pertaining to an assigned topic. A structured template for this paper will be provided to you in the 3rd week of the semester.

Examinations: A Midterm Exam will be given. This exam will require the student to synthesize and apply information learned from class, class assignments, and assigned readings. The Midterm Exam will comprise **25%** of the final grade.

A Final Exam will be given and will comprise **25%** of the final grade. This exam will require the student to synthesize and apply information learned from class, class assignments, and assigned readings post-Midterm.

Grading: Grades will be assigned according to the following 100 point scale:

Percent of all possible points	Letter grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 or less	E

Cell Phones: Students are asked to silence their cell phones during class.

Provisionally: I reserve the right to clarify or amend these policies, in which case I will document the clarification or amendment by distributing an addendum to this document.

Statement on Plagiarism

The faculty of the Department of Health Behavior and the College of Public Health will enforce and administer rules concerning plagiarism as set forth in *Student Rights and Responsibilities*.

“Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source. Most plagiarism is willful, a sort of theft. It is possible to plagiarize unintentionally, though, by being careless or hurried, omitting quotation marks or slipping into the words or ideas of others through inattention or simply for convenience. Whether you meant it or not, you can be found guilty of plagiarism whenever other people’s language gets used without proper citation in your text. At this and most other universities, plagiarism is regarded as intellectual theft; faculty will rarely bother to determine whether you stole words on purpose or walked out of the shop having forgotten to pay.”

<http://www.uky.edu/Ombud/Plagiarism.pdf>

6.3.1 PLAGIARISM

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...

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

Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing 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.

Important University Resources

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the **UK Disability Resource Center**, Room 2, Alumni Gym, 257-2754.

The **UK Violence Intervention and Prevention (VIP) Center** provides advocacy services to women survivors of violence in the UK community. The VIP Center can provide assistance in accessing and navigating services, resources, and referrals both on and off campus. Services include: academic

advocacy, medical advocacy, counseling, financial advocacy, referral advocacy, and other practical needs that a student may request. 106 Frazee Hall, 257-3574 or 257-3564.

<http://www.uky.edu/StudentAffairs/VIPCenter/index.html#>

The **UK Writing Center** assists University of Kentucky students, faculty, and staff with the process of writing. Staffed by English graduate students, full-time instructors, part-time consultants, and undergraduate peer tutors, the Center offers free individual and group consultations on prewriting, writing, and rewriting. WT Young Library, Thomas D. Clark Study, 5th Floor, West Wing, 257-1368.

<http://www.uky.edu/AS/English/wc/>

University of Kentucky Severe Weather Procedures. The announcements regarding the cancellation of classes, closure of offices or delay of classes and offices opening will normally be made by 6 a.m. through the local media. The most up-to-date and complete information can be obtained from the UK Infoline at (859) 257-5684, UK TV Cable Channel 16, or the UK Web site at www.uky.edu.

Instructor Expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to actively participate in the discussions.
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 UK Writing Center is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of 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 to share in the responsibility for making this course an enjoyable and beneficial learning experience.
7. **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!

Tentative Agenda

Day	Topic	Reading Assignments**
September 8	Introduction to the Course – What is Public Health?	Schneider, Prologue, Chapters 1 & 2; Various Handouts
September 15	History of Public Health / Government & Public Health	<i>Future of PH</i> , Chapter 3; <i>Intro to Comm Health</i> , Chapter 1 Schneider, Chapter 3
September 22	Overview of Epidemiology	Schneider, Chapters 4 – 6
September 29	Overview of Health Behavior	Schneider, Chapters 13 & 14
October 6	Overview of Health Services Research & Discussion of PBS / KET Special, <i>Critical Condition</i>	Schneider, Chapter 27
October 13	Overview of Environmental Health	<i>Milestones</i> , Chapter 3; Schneider, Chapters 19 & 24
October 20	<i>MID-TERM EXAM</i>	
October 27	Theory and research methodology applied to obesity prevention and control	Schneider, Chapter 16
November 3	Theory and research methodology applied to injury prevention	Schneider, Chapter 17
November 10	Theory and research methodology applied to the prevention of sexually transmitted diseases	Schneider, Chapter 10, pgs. 157-162; Brazil <i>AJPH</i> article
November 17	Theory and research methodology applied to tobacco control	Schneider, Chapter 15
November 24	Theory and research methodology applied to the prevention of drug abuse	
December 1	Theory and research methodology applied to maternal and child health	Schneider, Chapter 18; <i>Milestones</i> , Chapter 8
December 8	Class DVD production based on assignments 9 and 10	
December 17	<i>FINAL EXAM – 8:00 am (35%)</i> Location TBA	

**** Additional Reading Assignments may be given as appropriate.**