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SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 4/22/2013

1b. Department/Division: Dept Of Epidemiology

1c. Contact Person

Name: Becki Flanagan

Email: becki@uky.edu

Phone: 218-2092

Responsible Faculty ID (if different from Contact)

Name: Claudia Hopenhayn

Email: claudia.hopenhayn@uky.edu

Phone: 218-2090

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 202

2c. Full Title: Public Health through Popular Film

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 27

OTHER: 18

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will provide students with an introductory understanding of public health concepts through critical examination of popular cinema and instruction in basic public health principles, disease principles, and behavioral and social interactions related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regard to the science and activities of public health as portrayed in cinema.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 200

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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? NO

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

Instructor Name:

SIGNATURE|WSA223|Wayne Sanderson|Dept approval for ZCOURSE_NEW CPH 202|20121126

SIGNATURE|BECKI|Rebecca L Flanagan|College approval for ZCOURSE_NEW CPH 202|20121126

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_NEW CPH 202|20121126

SIGNATURE|JDLIND2|Jim D Lindsay|Subworkflow for GenEd Expert review|20121219

SIGNATURE|PCOOK2|Patricia G Cook-Craig|UKCEC Expert review ZCOURSE_NEW CPH 202|20121219

SIGNATURE|JMETT2|Joanie Eit-Mims|UKCore approval for ZCOURSE_NEW CPH 202|20130308

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE_NEW CPH 202|20130416

Courses | **Request Tracking**

New Course Form

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

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Attachments:

Upload File

	ID	Attachment
Delete	993	CPH 202 Pub Hlth through Popular Film Syllabus.doc
Delete	994	CPH 202 Social Sciences.docx
Delete	1702	Intellectual Inquiry Social Science Review Form CP

First 1 Last

Select saved project to retrieve...

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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: PUBLIC HEALTH Today's Date: 4/22/2013
- b. * Department/Division: Dept Of Epidemiology
- c.
 - * Contact Person Name: Becki Flanagan Email: becki@uky.edu Phone: 218-2092
 - * Responsible Faculty ID (if different from Contact): Claudia Hopenhayn Email: claudia.hopenhayn@uky Phone: 218-2090
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e.
 - 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

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number: CPH 202
- c. * Full Title: Public Health through Popular Film
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

27 Lecture	Laboratory ¹	Recitation
Indep. Study	Clinical	Colloquium
Research	Residency	Seminar
18 Other	If Other, Please explain:	Weekly movie viewing
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

J. * Course Description for Bulletin:

This course will provide students with an introductory understanding of public health concepts through critical examination of popular cinema and instruction in basic public health principles, disease principles, and behavioral and social interactions related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regard to the science and activities of public health as portrayed in cinema.

k. Prerequisites, if any:

i. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 200

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course provides a novel style of introduction to public health through the lens of popular movies, which will interest students pursuing health professions and engender interest in public health in other undergraduate

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the Information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Routing Log.
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

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UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH

Course Syllabus

**Public Health through Popular Film
CPH 202
Spring, 2013**

Location: To be determined
Days and Time: Tuesday/Thursday, time to be determined

Course Director: Claudia Hopenhayn PhD, MPH
Email: claudia.hopenhayn@uky.edu (preferred contact method)
Office Phone: 218-2090
Office Location: 111 Washington Ave, Suite 213, office 211C
Office Hours: By appointment
Course Graduate Assistant: To be determined

Course Description:

This course will provide students with an introductory understanding of public health concepts through critical examination of popular cinema and instruction in basic public health principles, disease principles, and behavioral and social interactions related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regard to the science and activities of public health as portrayed in cinema.

There are no pre-requisites for this course.

Course Objectives:

- Describe the role of public health, and how it differs from medical care; distinguish population-based from individual-based.
- Define and distinguish major classifications of population-based health outcomes, including: communicable, non-communicable, infectious, acute and chronic disease, injury and disability.

- Describe the major types of risk factors associated with health outcomes, including social, behavioral, environmental and biological characteristics.
- Introduce the major biological factors and processes underlying different type of health problems.
- Introduce some of the major areas of public health and related disciplines such as epidemiology, health services systems, healthcare delivery, health behavior, environmental health and biostatistics.
- Identify the major concepts of disease prevention and control, and health promotion
- Be able to recognize fictionalized health-related information, media misconception or misrepresentation, and the impact of such fiction on popular perception and knowledge.
- Describe the interactions and interdependencies among the various disciplines that comprise or impact on public health, including contextual factors such as health services systems, political jurisdictions, and the environment.

Student Learning Outcomes:

- Understand the principles and the role of public health as a population science, and learn how to apply those principles to improve of the health of populations
- Integrate the different components that affect health at the population level, including social, cultural, biological and other factors.
- Identify the differences between fiction and facts, myths and realities and how those distinctions are important in designing public health interventions.

Public Health Competencies:

- Critical reasoning skills and analysis
- Effective written, oral and visual communication
- Ability to recognize and understand how the heterogeneity of communities challenges and influences population health
- Ability to marshal scientific and practice evidence to advocate for effective population strategies to improve public health
- Ability to understand the interactions of biological, behavioral and social factors in the development and outcome of major types of diseases.

Student Evaluation:

Homework assignments will comprise 20% of the final grade. There will be one (1) assignment for every two (2) films viewed. Assignments are to be turned in in paper form in class, unless otherwise specified. Late assignments will be accepted up to one week after they are due, and will have a deduction of 5 points for the first day, and one additional point the for each subsequent day (scale of 1-100). Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

Video Assignment will comprise 15% of the final grade. *Students will pair up in groups of two, and each will select a different movie.* They will develop a short video interview of each other, to critically examine the degree to which their selected movie misrepresented public health knowledge or activities. Each student will be graded on both the questions posed as interviewer, and the responses as interviewee. Details of this assignment will be distributed several weeks in advance.

Outbreak Investigation: Students will be given a scenario in a community or other similar setting, with some data input and relevant information suggesting a new disease outbreak. They will have to design a disease outbreak investigation and data collection methodology, and come up with (fictional but scientifically-based) data on number of cases found, causative agents suspected; calculate the magnitude of their association; and propose a public health intervention to resolve the outbreak. This assignment will comprise 15% of the final grade.

Examinations:

A Midterm Exam will be given in-class, closed book, and comprises 25% of the final grade. Students will be expected to apply and analyze concepts learned from class lectures, reading assignments, film viewing and discussion, and homework assignments.

A Final Exam will be given and comprises 25% of the final grade. Students will be expected to apply and analyze concepts learned from class lectures, reading assignments, film viewing and discussion, and homework assignments. The final examination will take place on the date and time assigned for classes that first meet on a Tuesday at 11:00 AM, as per <http://www.uky.edu/registrar/final-hour-exam>, in the same classroom where regular classes are held.

Midterm, final exam and final grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>). Midterm grades will be calculated based on the grades of the midterm exam and the homework assignments completed up to the date of the midterm exam.

Grading:

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

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 or less	E

Make-up opportunity: When there is an excused absence, students are given the opportunity to make up missed work and/or exams through arrangement with the

instructor. It is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after the absence started.

Required Readings:

See list of reading assignments below, following the weekly course schedule.

In-class Policies:

Attendance Policy:

Students are expected to attend all the course lectures, and attendance may be recorded.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 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 are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

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.

Cell Phones: Students are asked to silence their cell phones or any other communication device, and **not** use them for text messaging or other type of communication during class.

Computers: Laptops or other similar devices will not be allowed to be used in class.

Movie viewing: Students are expected to arrive before movie begins, and not leave before it is over, to avoid causing disruption to other students.

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.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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.

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

Academic Accommodations:

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 (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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 doing their work at its scheduled time. 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. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

SAMPLE COURSE SCHEDULE AND CONTENT (Based on Tues/Thurs classes)*

Date	Movie (Tuesdays)	Lecturer	Topic for Lecture (Thursdays)
		Hopenhayn	Description of the course; Overview of Public Health; communicable, non-communicable diseases; Epidemiologic Transition;
	A Paralyzing Fear		
		Hopenhayn	Infectious disease transmission, stages of prevention; Polio, development of vaccines.
	Supersize me		
		Swanson	Nutrition, obesity and a new "epidemic"; behavior and risk of diseases
	A Night to Remember		
		Sanderson	Disaster Preparedness
	Erin Brockovich		
		Hopenhayn	Environmental Health and Basic Environmental Epidemiology
	Living Proof		
		Fleming	Clinical Trials
	Philadelphia		
		Hopenhayn/ Crawford	AIDS: Concepts of Epidemiology and Behavior
	Contagion		
		Sanderson	Detection and Control of Influenza
	Discussion of Disease Outbreak Assignment and Review for Midterm		

	-----Midterm-----		
	-----SPRING BREAK-----		
	28 Days		
		Hopenhayn/ Cassanave	Addictive Behaviors
	Away from Her		
		Teaster	Aging and Dementia
	Temple Grandin		
		Hopenhayn	Autism – Mental Health
	Sicko		
		Costich	Health Systems and Ethics
	The Insider		
		Vanderpool	Health and Politics
	Winter's Bone		
		Teaster	Culture and Violence
	-----Final-----		

Reading Assignments by Presenter, Lecture Topic and Movie

The readings are available online if the website reference is provided, or as a PDF file in the Blackboard site for this course.

Dr. Claudia Hopenhayn – Infectious Diseases and Vaccines: Example of Polio Movie: A Paralyzing Fear

Friis, RH. Epidemiology 101, Chapter 8; pp. 137-158. Jones and Bartlett Publishers, 2009 (pdf)

Blume S and Geesink I. A Brief History of Polio Vaccines. Science 2 June 2000; Vol. 288, no. 5471:1593-1594. <http://www.sciencemag.org/content/288/5471/1593.full>

Halstead LS. A brief history of postpolio syndrome in the United States. Arch Phys Med Rehabil. 2011 Aug;92(8):1344-9. Epub 2011 Jun 12 (pdf).

Dr. Mark Swanson – Nutrition Movie: Supersize Me

Mikkelsen L and Chehim S. The Links Between the Neighborhood Food Environment and Childhood Nutrition. Prevention Institute, Oakland, California, 2007. Robert Wood Johnson Foundation <http://www.rwjf.org/pr/product.jsp?id=23551>

Dr. Wayne Sanderson – Accidents and Injury Movie: A Night to Remember

Frey BS, Savage DA, Torgler B. Interaction of natural survival instincts and internalized social norms exploring the Titanic and Lusitania disasters. PNAS | October 11, 2011 | vol. 108 | no. 41 | 17233 (pdf)

<http://www.pnas.org/content/early/2010/02/17/0911303107.full.pdf>

<http://www.pbs.org/lostliners/titanic.html>

<http://www.titanic-facts.com/history-of-titanic.html>

Dr. Claudia Hopenhayn – Environmental Epidemiology Movie: Erin Brockovich

Yassi A, Kjekstrom T, de Koh Theo, Guidotti TL. Basic Environmental Health, Chapter 2: Nature of Environmental Health Hazards, pp. 52-103. Oxford University Press, 2001 (pdf)

ATSDR: ToxFAQs for Chromium
<http://www.atsdr.cdc.gov/toxfaqs/tf.asp?id=61&tid=17>

U.S. EPA: Chromium Compounds <http://www.epa.gov/ttn/atw/hitthe/chromium.html>

Dr. Steve Fleming – Clinical Trials
Movie: Living Proof

Zivin JA. Understanding Clinical Trials, Scientific American, April, 2000:69-75.(pdf)

National Cancer Institute. Cancer Clinical Trials Basics. Module 2. May 2004 (pdf)

Living Proof Viewing Guide (pdf)

Dr. Claudia Hopenhayn/Tim Crawford – Infectious Disease: HIV/AIDS
Movie - Philadelphia

Yankauer A.; AIDS and Public Health. American Journal of Public Health; (1988); 78:364-366.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1349360/pdf/amjph00243-0014.pdf>

World Bank. Public Health at a Glance: HIV/AIDS; 2011.
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTHEALTHNUTRITIONANDPOPULATION/EXTPHAAG/0,,contentMDK:20550808~menuPK:64229755~pagePK:64229817~piPK:64229743~theSitePK:672263,00.html>

Kilmarx, PH. Global epidemiology of HIV. Epidemiology (2009); 4:240-246. (pdf)

Dr. Wayne Sanderson – Detection and Control of Influenza
Movie: Contagion

Alcorno, IE. Fundamentals of Microbiology. Chapter 11: The Viruses. Jones and Bartlett Publishers, 6th edition, 2010 (pdf)

Influenza and World Pandemics (pdf)

Walsh B. The Virus Hunter. Time Magazine, Nov. 7, 2011, pp. 34-39 (pdf)

Dr. Claudia Hopenhayn/Leah Cassanave – Addiction and Addictive Behaviors
Movie: 28 Days

National Institute on Drug Abuse; read all 7 topics, starting with Magnitude and ending with Stigma of Drug Abuse (need to click each one of the 7 topics):
<http://archives.drugabuse.gov/about/welcome/aboutdrugabuse/faces/>

Leshner AI. Addiction is a brain disease, and it matters. Science, (1997); 278:45-47.
[http://www.duke.edu/~asf11/articles/addiction is a brain disease, and it matters.pdf](http://www.duke.edu/~asf11/articles/addiction%20is%20a%20brain%20disease,%20and%20it%20matters.pdf)

Room R, Babor T, Rehn J. Alcohol and public health. The Lancet, (2005); 365:519-530.
<http://medinfo.ufl.edu:8050/year1/humbehav/readingmat/gold-lancet.pdf>

Dr. Pamela Teaster – Aging and Dementia
Movie: Away from Her

Alzheimer's Association Website: <http://www.alz.org/>
Read the following from the website: Overview, What is Dementia, What is Alzheimer's Disease, Facts and Figures, Inside the Brain, Risk Factors, Stages (and anything else that interests you).

Dr. Claudia Hopenhayn – Mental Health

Movie: Temple Grandin

Newschaffer C, Croen L, Daniels E, et al.; *The Epidemiology of Autism Spectrum Disorders*. Annual Review of Public Health (2007). Vol. 28. pp. 235-258. (pdf)

Lilienfeld S and Arkowitz, H. *Is there really an autism epidemic?* Scientific American. December 2007. (pdf)

Dr. Julia Costich – Health Systems

Movie: Sicko

The Henry J. Kaiser Family Foundation; The Uninsured: A primer. 2011 (pdf)

The Henry J. Kaiser Family Foundation; Focus on Health Reform: Summary of New Health Reform Law, 2011

https://mail.kcr.uky.edu/service/home/~/~hrefsummary.pdf?auth=co&loc=en_US&id=76525&part=3

Dr. Robin Vanderpool – Corporate vs. Population Health Interests

Movie: The Insider

Jeffrey Wigand.com <http://www.jeffreywigand.com/index.php>

Please peruse Dr. Wigand's website to learn more about his life after the movie, "The Insider", as well "The Insider" Frequently Asked Questions. The 1996 *Vanity Fair* article that served as the basis for the movie is also posted in its entirety on Dr. Wigand's website.

Centers for Disease Control and Prevention, Smoking and Tobacco Use, Fact Sheets

http://www.cdc.gov/tobacco/data_statistics/fact_sheets/index.htm

Review the following Fact Sheets: Adult Data, Economics, Health Effects, Tobacco Industry and Products, Youth and Young Adult Data

Legacy Tobacco Documents Library, University of California, San Francisco

<http://legacy.library.ucsf.edu/>

Go to "Popular Documents" and review the five PowerPoint presentations related to tobacco industry marketing to youth, special populations, and women; secondhand smoke; and tobacco and health.

Tobacco Free-Kids, The 1998 State Tobacco Settlement 13 Years Later, Executive Summary

http://www.tobaccofreekids.org/content/what_we_do/state_local_issues/settlement/FY2012/Executive_Summary.pdf

Dr. Pam Teaster – Culture and Violence

Movie: Winter's bone

Tunnell, K.D. (2006). OxyContin and Crime in Eastern Kentucky. Report from the Kentucky Safety and Research Bulletin, College of Justice and Safety. Eastern Kentucky University, 35p. (pdf)

**Course Review Form
Inquiry in the Social Sciences**

Course: CPH-202

Reviewer Recommendation

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

One of the course objectives are "to describe the interactions and interdependencies among the various disciplines that comprise or impact on public health, including contextual factors such as health services systems, political jurisdictions, and the environment." The discussion of the film "Supersize Me" will provide an opportunity for the discussion of systems approaches in social scientific thinking. We will also discuss the different approaches of idealism and materialism, considering different ways of understanding primary motivators of human behavior.

Brief Description:

Food systems analysis incorporates the inter-related issues of production, distribution (including marketing and sales) and consumption, stressing how no one component of the system can be understood without considering all the other system components. For example, the low cost of large (supersized) food portions is closely tied to food production subsidies, advertising strategies, and the ultimate decision of individuals to eat more high fat foods. The role of worldview and ideology in shaping behavior will also be contrasted with the role of economics and other materialist concepts..

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Public health is built upon a number of social science disciplines such as sociology, psychology, economics, and demography. One of the course aims is to "introduce some of the major areas of public health and related disciplines such as epidemiology, health services systems, healthcare delivery, health behavior, environmental health and biostatistics."

Brief Description:

Each movie and subsequent lecture will focus on one or more of these disciplines. For example, the topic of aging and dementia and the film "Away from her" has its roots in psychology, as does the topic of nutrition with the film "Supersize me" and autism with the film "Temple Grandin" The films Sicko and Insider are rooted in political science and economics. Lectures that follow the film will challenge the student to search for unanswered questions that these films pose and ways in which the social science disciplines can answer these questions.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

One of the course objectives listed states "Be able to recognize fictionalized health-related information, media misconception or misrepresentation, and the impact of such fiction on popular perception and knowledge".

Brief Description:

One of the assignments for the course will require students to either a) pair up in groups of two; they will have to conduct a short video interview of each other to critically examine the degree to which a selected movie misrepresented public health knowledge or activities (each student in the pair will select a different movie) or b) create and write up a movie script with one of the public health topics covered in class, in which some of the plot or information is realistic and some is not, within the context of public health approaches to disease prevention.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

One of the course objectives is "to describe the interactions and interdependencies among the various disciplines that comprise or impact on public health, including contextual factors such as health services systems, political jurisdictions, and the environment." Another objective is to "describe the role of public health, and how it differs from medical care; distinguish population-based from individual-based."

Brief Description:

Public health is a population-based discipline, so the impact of disease prevention and control on society at large is of critical importance and will be stressed throughout the course and with probably every movie commentary.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Most of the films that students watch will suggest both explicit and implicit questions pertinent to various social sciences disciplines. For example, Sicko castigates our current health care system and from both political science and ethics perspectives forces students to rationalize our current market-driven system compared to the alternative of socialized medicine. Contagion examines the process, sociology, and ethics of an infectious disease outbreak, and raises social and ethical questions such as: on what basis would we decide who gets vaccinated and who does not? Who needs to be quarantined and who will monitor and take care of them? What type of social unrest can an epidemic bring about?

Brief Description:

At least one of the weekly assignments will require that the students formulate a research question and identify various research strategies to answer that question. For example, if students are challenged by the inadequacies of our current health care system in Sicko and think that our current health care system should be reorganized, they could identify ways of testing alternative insurance schemes. If students were challenged and appalled by the environmental health consequences of industrial pollution in Erin Brockovich, they could identify ways on testing various approaches to incentivizing industry not to pollute.

Reviewer's Comments

Pending Senate Review

**Course Review Form
Intellectual Inquiry in the Social Sciences**

Course Name: CPH 202

College: Public Health

For Review Committee Use Only

Accept

Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Intersection of readings and film presented by various professionals.

Example Risk and protection theoretical perspective presented with film Supersize Me.

Brief Description:

The course offers films, readings, lectures and presenters from multiple disciplines and perspectives.

- Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Reading Is there really and autism epidemic?; Example film Philadelphia-stigma and AIDS; Film Sicko

Brief Description:

There are many opportunities to address ethical dilemmas in the framing of questions and problems from multiple disciplines. Course offers amply perspectives on how public health problems are framed as social problems. The discussion of the film Sicko will examine ethics in the field of public health.

- Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Video assignment

Brief Description:

Students are asked to identify health claims made in films--this requires use of evidence to refute claims.

- Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Film Supersize Me (presents topic from a sociological and anthropological perspective)
Film Temple Grandlin

Brief Description:

Films and readings offer a variety of social science perspectives from fields such as sociology, anthropology, psychology, etc.

- Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Assignment on Outbreak investigation

Brief Description:

Assignment requires students to design methodology and potential intervention for investigating public health outbreaks. This would require the formulation of questions on how to investigate and intervene.

Reviewer's Comments

This course is recommended for the social science inquiry area.