

RECEIVED

MAR 26 2015

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 3/26/2015

1b. Department/Division: Dept Of Epidemiology

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Steven Fleming

Email: stflem2@uky.edu

Phone: 218-2229

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: CPH 315

2c. Full Title: Chronic Disease Epidemiology

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

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 is an introduction to the epidemiology of chronic diseases including but not limited to cardiovascular disease, cancer, and diabetes, with a focus upon chronic disease surveillance and risk factors.

2k. Prerequisites, if any: CPH 310 or equivalent (with permission from instructor)

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: No

If No, explain: It will be offered every other year to allow a sufficient cohort of students to complete the prerequisite for the cohort and allow an adequate number of students to enroll

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?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

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

If Yes, explain: This course will be of interest to any student interested in public health and/or chronic disease. Interested students may include those in the natural and social sciences including for example, biology, health sciences, nursing, and pharmacy.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

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: Yes

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|ALHAYS0|Andrea L Perkins|CPH 315 NEW College Review|20150326

SIGNATURE|JMETT2|Joanie Ett-Mims|CPH 315 NEW Undergrad Council Review|20150326

Courses | **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/fc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	4700	CPH 315 Syllabus.pdf

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹

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? Yes ¹ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.

<input type="text" value="45"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

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 is an introduction to the epidemiology of chronic diseases including but not limited to cardiovascular disease, cancer, and diabetes, with a focus upon chronic disease surveillance and risk factors.

k. Prerequisites, if any:

CPH 310 or equivalent (with permission from instructor)

l. 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: It will be offered every other year to allow a sufficient cohort of students to complete it

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? 25

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 will be of interest to any student interested in public health and/or chronic disease. Interested students may include those in the natural and social sciences including for example, biology, health sciences,

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 requirement² for ANY program? Yes No

If YES², 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) identify 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 applicable 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus
CPH 315 Chronic Disease Epidemiology**

Tuesdays/Thursdays; time to be determined

Contact information

Instructor: Steve Fleming, PhD
Associate Professor
Department of Epidemiology
College of Public Health
111 Washington Avenue; Suite 211B

Telephone: 859-218-2016

E-mail: stflem2@uky.edu

Office Hours: To be determined

Course description

This course is an introduction to the epidemiology of chronic diseases including but not limited to cardiovascular disease, cancer, and diabetes, with focus upon chronic disease surveillance and risk factors.

Course rationale:

This course relates directly to the educational program goals for Bachelor of Public Health degree. The goals for these academic programs are described in the Student Handbook which students received upon enrollment into their degree program. Please reference the appropriate educational program goals throughout the semester, as they will provide a framework for this course and as such will contribute to your preparation for successfully completing other degree program requirements.

Course prerequisites

The prerequisite for this course is CPH 310: Disease Detectives Epidemiology in Action. This course is intended as an undergraduate course. It is designed for students interested in a wide-variety of disciplines, but especially students interested in public health and other related health professions such as medicine, dentistry, nursing, and pharmacy. Students in the biological sciences or other basic science disciplines can greatly benefit from this course.

Bachelor of Public Health Program Outcomes	Course Objectives/Student Learning Outcomes
<p>Describe the science concepts underlying the concepts of human health and disease and the basic approaches to health promotion and disease prevention. (BPH I.2)</p> <p>Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices. (BPH I.10)</p> <p>Explain the role of gender, race, ethnicity, and other evolving demographics in affecting public health. (BPH I.5)</p> <p>Summarize the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations. (BPH I.4)</p>	<p><i>Explain the science underlying the concept of surveillance and basic approaches to health promotion and disease prevention for chronic disease.</i></p> <p><i>Analyze across people, place and time the descriptive epidemiology of risk factors associated with chronic disease.</i></p> <p><i>Identify the leading causes of mortality, morbidity, and health disparities from chronic disease among local, regional, and global populations.</i></p>
<p>Use scientific data, including tools of informatics, knowledge of one's own role and those of other professions to appropriately assess the well-being of a community and address the healthcare needs of the populations served. (BPH II.12)</p> <p>Apply basic concepts of public health specific communication, including technical and professional writing and the use of mass media and electronic technology. (BPH II.20)</p>	<p><i>Access and utilize the major chronic disease surveillance tools available from the CDC and other organizations such as the Behavioral Risk Factor Surveillance System (BRFSS) and the Kentucky Cancer Registry.</i></p> <p><i>Discuss and communicate the association of risk factors with chronic disease using tools of informatics and basic epidemiologic concepts and principles focused on specific discussion topics</i></p>
<p>Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and public health. (BPH I.3)</p> <p>Describe how the methods of epidemiology and surveillance are used to safeguard the population's health. (BPH II.11)</p> <p>Assess the source and quality of health information and data, as related to individual and community health. (BPH II.16)</p>	<p><i>Describe major prevention interventions used to mitigate risk factors.</i></p> <p><i>Integrate the multiple determinants of health, including sociological, economic, genetic, behavioral, environmental, and other factors that impact human health and health disparities with regards to chronic disease.</i></p>

Textbooks and Other Materials

Remington PL, Brownson RC, and Wegner MV. 2010. Chronic Disease Epidemiology and Control. 3rd Edition. Washington DC: American Public Health Association.

Course requirements and learner evaluation

Students' grades will be determined based on three problem sets, a research project/paper, a midterm exam, a final exam, and attendance and participation. Mid-term 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 point totals from the first two problem sets and the midterm exam. Final grades will be calculated based on point totals from all problem sets and exams. Midterm and final letter grades will be assigned on a percentage basis (as given below) for the student's total score as a percentage of the total number of points possible for the course.

Assignments and Tests	(%)
Problem Set 1	(10%)
Problem Set 2	(10%)
Midterm Examination	(25%)
Problem Set 3	(10%)
Problem Set 4	(10%)
Final Examination	(25%)
Attendance & Participation	(10%)
TOTAL	(100%)

Grade	%
A	90-100
B	80-89
C	70-79
D	60-69
E	< 60

Problem Sets:

The problem set assignments involve applied computations relevant to epidemiologic study design and short answers of conceptual questions on epidemiology. The assignments must be completed and handed in on the due date by the start of class. The due date for the assignments is listed in the syllabus schedule, as well as on the assignment itself. The assignments must be a student's own work (i.e., each student must turn in a completed assignment).

Discussion topics

There is a discussion topic posted for each class. Students are expected to research the topic and be prepared to share with the class. Such research could include 1) the prevalence of the exposure and /or disease in the United States; 2) the kinds of people who are at higher risk for either the exposure or the disease; 3) whether there are particular areas of the world or the United States where either the exposure or the disease are most prevalent; 4) the degree to which the exposure either increases or decreases the risk of disease; 5) whether there are effect modifiers such as age or race that modifier the effect of the exposure on the disease.

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 contribute to discussions. This requires that you are well prepared for class by having read the assigned literature and completed homework assignments or other assigned activities. This is not the type of class where you can "sit back and listen."
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.
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 consistently monitor Blackboard course site for details about assignments, readings, and class activities.
7. A central component of this course will be class discussion. Public health involves many controversial topics. Over the course of the semester, we may discuss several such topics including race, sexual orientation, sexual behavior, religion, socioeconomic status, governmental policies, and political ideology. The class will serve as an open forum in which all students are invited to express his/her opinions, but expected to do so in a respectful manner.
8. Students are invited to bring laptops/iPads/etc to class to take notes during lecture. However, students should only be using their laptops for activities relevant to the class (i.e. not on Facebook, Twitter, etc). Laptops should be closed during class discussions.
9. You are encouraged to be mindful of the environment when printing course materials. Please only print when necessary, print double-sided copies when possible, and recycle upon disposal.
10. I require that each learner will utilize the *AMA Manual of Style* 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.

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. In cases where students feel unsure about the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

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 (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 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

Students are expected to attend all classes. Attendance and participation in class discussion serve as criteria for a grade in the course, and examinations may include materials not covered in the texts, readings, or problem sets.

Students are expected to take the examinations or turn in exams on the day scheduled in the syllabus. Students who cannot take the examination on the scheduled day must have an excused absence (illness of student or family member, death of family member, university sponsored trip, etc.) as defined in the *Student Rights and Responsibilities* handbook. Students should inform the faculty in advance of the examination if a problem exists with respect to taking the exam on the designated day. Students will be given the opportunity to make up missed work or exams in the event of excused absences. Students are entitled to excused absences for the purpose of observing their major religious holidays.

Students will be penalized for turning in work late. Problem sets turned in late will be penalized five points per day, and failure to reach Research Project milestones can also incur penalties for students' grades.

Excused absences policy

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 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. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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.

Course schedule and topics

Class Schedule—Fall 2015

Date	Topic	Assignment
Thu 8/27	Orientation to Class/review Syllabus/review epidemiology	Chapter 1
Tue 9/1	Methods in Chronic Disease Epidemiology <ul style="list-style-type: none">• review descriptive epidemiology, time, place, person• review analytical epidemiology, study designs	Chapters 2,3
Thu 9/3	Chronic disease surveillance – BRFSS Discussion Topic: obesity and cardiovascular disease	Chapter 4
Tue 9/8	Cancer surveillance <ul style="list-style-type: none">• SEER• KCR• American Cancer Society Discussion Topic: smoking and cervical cancer in Appalachia	Chapter 4
Thu 9/10	Chronic Disease Risk Factors I <ul style="list-style-type: none">• tobacco use• alcohol use Discussion Topic: smoking and lung cancer	Chapters 5, 8
Tue 9/15	Chronic Disease Risk Factors II <ul style="list-style-type: none">• diet and nutrition• physical activity Discussion Topic: Fiber and Fat	Chapters 6,7
Thu 9/17	Chronic Disease Risk Factors III <ul style="list-style-type: none">• obesity and overweight• high blood cholesterol Discussion Topic: obesity and cholesterol	Chapters 9,11,12
Tue 9/22	Cost of Chronic Disease	Problem Set 1 due
Thu 9/24	Cancer Epidemiology I <ul style="list-style-type: none">• human behavior related cancers (lung, melanoma, esophageal, bladder, pancreatic)• diet related cancers (colorectal)• viruses and cancer (cervical, liver, stomach) Discussion Topic: Coffee and Pancreatic cancer	Chapter 14
Tue 9/29	Cancer Epidemiology II <ul style="list-style-type: none">• hormone related cancers (breast, ovarian, endometrial, prostate)• environment related cancers (melanoma, leukemia, head and neck) Discussion Topic: obesity and endometrial cancer	Chapter 14
Thu 10/1	Cardiovascular Disease Epidemiology- CHD <ul style="list-style-type: none">• risk factors• morbidity and mortality• distribution across time, place, person Discussion Topic: screening for coronary artery calcium (CAC)	Chapter 13
Tue 10/6	Cardiovascular Disease Epidemiology – CVD <ul style="list-style-type: none">• risk factors• morbidity and mortality• distribution across time, place, person	Chapter 13

	Discussion Topic: smoking and stroke	
Thu 10/8	Cardiovascular Disease Epidemiology – PAD <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person Discussion Topic: diabetes and PAD	Chapter 13
Tue 10/13	Diabetes <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality Discussion Topic: obesity and diabetes	Chapter 10 Problem Set 2 due
Thu 10/15	Diabetes <ul style="list-style-type: none"> ● distribution across time, place, person Discussion Topic: race and diabetes	Chapter 10
Tue 10/20	Midterm Review	
Thu 10/22	Midterm Exam	
Tue 10/27	Chronic Liver Disease <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person Discussion Topic: alcohol and cirrhosis	Chapter 19
Thu 10/29	Kidney Disease <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person Discussion Topic: high blood pressure and kidney disease	Chapter 20
Tue 11/3	Arthritis and Musculoskeletal disorders <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person Discussion Topic: diabetes and arthritis	Chapter 18
Thu 11/5	Autoimmune Diseases <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person Discussion Topic: multiple sclerosis, systemic lupus erythematosus and gender	
Tue 11/10	Chronic Respiratory Disease – Asthma <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person Discussion Topic: smoking and asthma	Chapter 15
Thu 11/12	Chronic Respiratory Disease – COPD <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person Discussion Topic: smoking and COPD	Chapter 15 Problem Set 3 due
Tue 11/17	Chronic Respiratory Disease – Occupational Lung Diseases <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person Discussion Topic: asbestos and occupational lung	Chapter 15

	diseases	
Thu 11/19	<p>Mental and Neurological Disorders –Depression</p> <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person <p>Discussion Topic: Selective Serotonin Reuptake Inhibitors (e.g., Prozac) and Depression</p>	Chapter 16
Tue 11/24	<p>Mental and Neurological Disorders –Epilepsy and Parkinson's Disease</p> <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person <p>Discussion Topic: descriptive epidemiology of Parkinson's disease</p>	Chapter 16
Thu 11/26	THANKSGIVING – The epidemiology of gluttony	
Tue 12/1	<p>Mental and Neurological Disorders – Dementia and Alzheimer's disease</p> <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person <p>Discussion Topic: Smoking and Alzheimer's disease</p>	Chapter 16
Thurs12/3	<p>HIV/AIDS</p> <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person <p>Discussion Topic: screening for HIV</p>	Problem Set 4 due
Tue 12/8	<p>Violence</p> <ul style="list-style-type: none"> ● risk factors ● morbidity and mortality ● distribution across time, place, person 	
Thu 12/10	Final Review	
Tue 12/15	F I N A L E X A M (8:00am)	

Cc: Ett, Joanie M
Subject: RE: CPH 315 and CPH 410

Good afternoon Janie,

I have resubmitted this through eCats with the department approval since eCats decided to go wonky. ☺ Joanie, CPH 315 was already approved by UG council on 2/26/15.

Andrea Perkins
University of Kentucky
College of Public Health

From: Perkins, Andrea L
Sent: Wednesday, March 11, 2015 8:45 AM
To: Ellis, Janie
Subject: FW: CPH 315 and CPH 410

Good morning Janie,

With regards to the department approval of new course proposals CPH 315 and CPH 410, the department of Epidemiology approved the proposals at their faculty meeting on October 22, 2014.

Thank you,

Andrea Perkins
University of Kentucky
College of Public Health

From: Fleming, Steve
Sent: Tuesday, March 10, 2015 3:05 PM
To: Perkins, Andrea L
Subject: RE: CPH 315 and CPH 410

October 22, 2014.

SF

Steven T. Fleming, PhD
Associate Professor, Epidemiology
Interim Chair Epidemiology
Chair, Faculty Council
University of Kentucky College of Public Health
111 Washington Avenue
Lexington, KY 40536
Email: stflem2@uky.edu
Phone: 859-218-2229