

**1. General Information**

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 12/2/2014

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: April Young

Email: april.young@uky.edu

Phone: 218-2090

1d. Requested Effective Date: Semester following approval

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

RECEIVED

FEB 26 2015

OFFICE OF THE  
SENATE COUNCIL**2. Designation and Description of Proposed Course**

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

2b. Prefix and Number: CPH 410

2c. Full Title: Epidemiology in the Web of Causation: People, Place, and Politics

2d. Transcript Title: Epidemiology: People, Place, and Politics

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 will provide an interdisciplinary introduction to applications of epidemiology in the context of political, community, social, and behavioral influences on health. Epidemiology is the study of patterns of diseases, injury, and other indicators of health in human populations. The course will review principles and introduce novel methods used in epidemiologic research. Students will learn approaches to collecting data about sensitive health behaviors, examining social networks, integrating information from interviews and focus groups, and collecting spatial data using a smart phone application. These topics will be explored using a range of case examples, including infectious disease, humanitarian crises, sexual health, substance abuse, obesity, and others.

2k. Prerequisites, if any: Introduction to Public Health (CPH 201) and Disease Detectives (CPH 310) or equivalents (instructor permission required) should be taken before or at least concurrently with this course.

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?: No

If No, explain: It will be offered every other year to allow a sufficient cohort of students to complete the prerequisites 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 the social, behavioral, and political factors that influence health. Interested students may include those in the natural and social sciences including for example, biology, mathematics, anthropology, sociology, psychology, and political science.

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: 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 410 NEW College Review|20141202

SIGNATURE|JMETT2|Joanie Ett-Mims|CPH 410 NEW Undergrad Council Review|20150226

**Courses** | **Request Tracking**

### New Course Form

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

Generate R

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

**Attachments:**

Upload File

ID	Attachment
Delete 4446	Syllabus_Young_UKY_2.13.15.docx

1

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

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  No

b. \* Prefix and Number:

c. \* Full Title:

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

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

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

<input type="text" value="45"/> Lecture	<input type="text"/> Laboratory <sup>1</sup>	<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 will provide an interdisciplinary introduction to applications of epidemiology in the context of political, community, social, and behavioral influences on health. Epidemiology is the study of patterns of diseases, injury, and other indicators of health in human populations. The course will review principles and introduce novel methods used in epidemiologic research. Students will learn approaches to collecting data about sensitive health behaviors, examining social networks, integrating information from interviews and focus groups, and collecting spatial data using a smart phone application. These topics will be explored using a range of case examples, including infectious disease, humanitarian crises, sexual health, substance abuse, obesity, and others.

## k. Prerequisites, if any:

Introduction to Public Health (CPH 201) and Disease Detectives (CPH 310) or equivalents (instructor permission required) should be taken before or at least concurrently with this course.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* 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 the social, behavioral, and political factors that influence health. Interested students may include those in the natural and social 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 requirement <sup>a</sup> for ANY program?  Yes  No

If YES <sup>a</sup>, 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 above) are attached.

<sup>a</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>b</sup> The chair of the cross-listing department must sign off on the Signature Rounding 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

[Submit as New Proposal](#)   [Save Current Changes](#)

**UNIVERSITY OF KENTUCKY  
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus  
CPH 410, Section 001, Epidemiology in the Web of Causation: People, Place, and Politics  
Spring 2016**

---

**Class location**

*[TO BE DETERMINED]*

**Meeting Day and Time**

Tuesdays and Thursdays *[1 hour 15 minutes, TIME TO BE DETERMINED]*

---

**Contact information**

Instructor: April M. Young, PhD, MPH  
Department of Epidemiology  
University of Kentucky College of Public Health  
111 Washington Avenue, Room 211C  
Lexington, KY 40536

Telephone: (859) 218-2090

E-mail: [april.young@uky.edu](mailto:april.young@uky.edu) (preferred method of contact)

Office Hours: *[TO BE DETERMINED]*

---

**Course description**

This course will provide an interdisciplinary introduction to applications of epidemiology in the context of political, community, social, and behavioral influences on health. Epidemiology is the study of patterns of diseases, injury, and other indicators of health in human populations. The course will review principles and introduce novel methods used in epidemiologic research. Students will learn approaches to collecting data about sensitive health behaviors, examining social networks, integrating information from interviews and focus groups, and collecting spatial data. These topics will be explored using a range of case examples, including infectious disease, humanitarian crises, sexual health, substance abuse, obesity, and others.

**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**

Introduction to Public Health (CPH 201) and Disease Detectives (CPH 310) or equivalents (instructor permission required) should be taken before or at least concurrently with this course.

### **Course Objectives/Student Learning Outcomes**

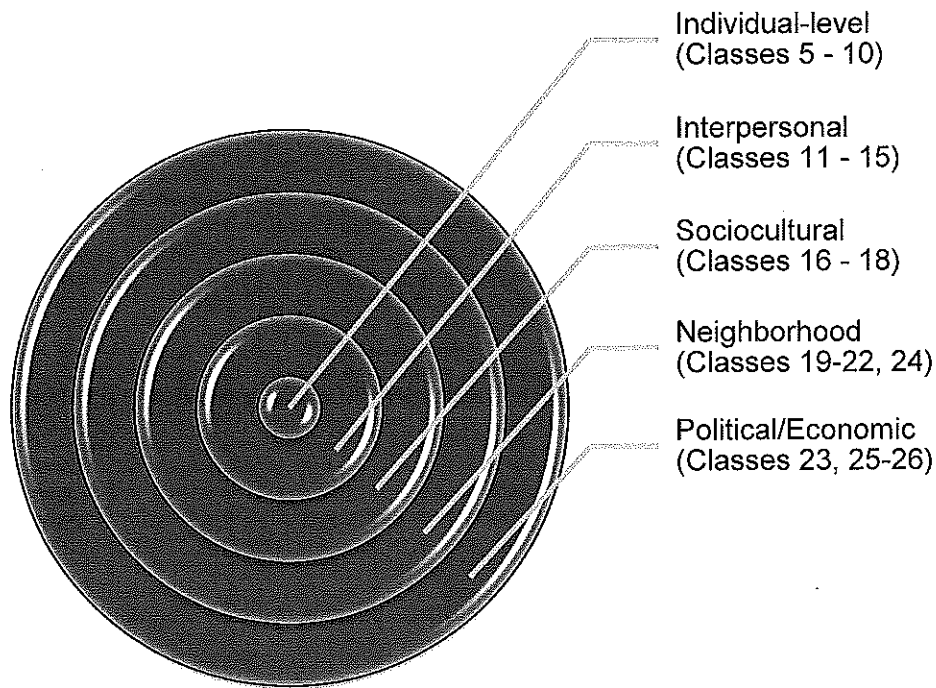
- Identify the effects of social, psychological, and behavioral factors on individual and population health, including prevention, treatment, and management of infectious and chronic disease.
- Describe the applicability of epidemiological methods to clinical and basic sciences as well as public policy.
- Describe the appropriate epidemiologic research designs to examine different types of research questions in the social and behavioral sciences.
- Analyze health from multiple levels, including the individual, the social group, and society
- Apply social, psychological and behavioral theory in the design, implementation, and evaluation of prevention interventions aimed toward: (a) decreasing health damaging behaviors (e.g. risky sex); (b) increasing health promoting behaviors (e.g. nutrition, exercise); and/or (c) increasing psychosocial well-being (e.g. coping with chronic illness).
- Critically evaluate and interpret the public health scientific literature as presented in professional journals and the popular media, including descriptive, analytic, and intervention studies.
- Critique epidemiologic research in terms of key ethical principles.
- Describe ethical tensions that arise in the collection and dissemination of epidemiologic data.
- Evaluate public health research and interventions in terms of the continuum of community engagement.

### **Textbooks and Other Materials**

One goal of this course is to familiarize students with primary public health literature. Therefore, there are no required textbooks for this course. Required readings from journal articles, book excerpts, and other forms of media are listed and linked on Blackboard. Students are responsible for securing their own copies of the readings from Blackboard and reviewing the materials prior to the class.

### **Course Organization:**

Individual and population health is influenced by factors from various domains, ranging from personal health behavior to global political and economic forces. It is important that epidemiologists understand each of these levels of influence and know how to conduct research and collect data related to each domain. This course will begin with a review of important epidemiologic concepts (Classes 1-3) and an introduction to the socioecological model (Class 4). The course will then introduce each level of influence, discuss relevant theories and key concepts, and present methodological approaches. Content from all of the modules is related; therefore, it is important to keep up with readings and assignments throughout the semester.



**Course requirements and learner evaluation**

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

**Assignments' contribution toward course grade (% of final grade)**

Health Behavior Reflection	5%	Quiz 1	10%	Engagement	10%
Behavioral Survey	20%	Quiz 2	10%		
Spatial Data Collection and Presentation	10%				
Smart Phone "App" Project	10%	<b>FINAL EXAM</b>	<b>25%</b>		

An Excel worksheet to help you compute your current grade throughout the semester is available on Blackboard. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)”

Letter grades for the course will be assigned on a percentage basis (as given below).

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

**Engagement/Discussion:** In each session, there will be a discussion based on reading assignments. Students are expected to come to class having read the required readings and prepared to make informed, thoughtful contributions to the class discussion. This is an extremely important part of the course. In fact, it constitutes the same percentage of the final grade (10%) as your other major assignments. You will receive feedback on your level of discussion at three points throughout the semester. On each of the three occasions, you will receive a discussion grade on a rubric posted on Blackboard. The sum of the grades will determine the percentage of points earned for the final discussion grade. In the case of excused absences, as defined below, the discussion grade will not be affected but unexcused absences will lower the discussion grade.

**Assignments:** Students will be required to complete five assignments. All written assignments should be written in Times New Roman font (size 12), with 1 inch margins, and double-spaced. Assignments should be submitted electronically to the instructor in Microsoft Word format by midnight of the due date specified on the syllabus. To help organize the electronic submissions, all assignments should be labeled with the file name "AssignmentName\_yourlastname". Full rubrics and descriptions will be posted on Blackboard. With regard to the bibliography and references cited in text, use AMA format and list only those articles/sources used to support the information presented in the paper. Details on reference style are given in the AMA Manual of Style (10<sup>th</sup> ed.) available online. Students are expected to submit papers using proper English grammar, syntax, and spelling.

- Personal Reflection on Health Behavior (5% of final grade; due February 8)
  - Each student will write a short reflection on a health behavior that they personally have difficulty performing. The reflection should be double-spaced and no more than 1500 words (10 points will be deducted for exceeding the word limit). In this reflection, you should discuss which health behavior theory/theories best capture your cognitions surrounding your chosen health behavior. You may choose from the Health Belief Model, Theory of Planned Behavior, Theory of Reasoned Action, and Social Cognitive Theory. In other words, which theory/theories offer the best explanation for why you have difficulty performing the chosen behavior. You should also dedicate 1 page to discussing if/how your chosen health behavior could be understood from a socioecological perspective. What factors in the socioecological model are most influential to your ability/motivation to perform the health behavior? Give specific examples of factors at each of the socioecological levels. Then, based on the factors you describe, propose interventions that would increase your likelihood of performing the chosen behavior (1 page). These interventions could be structural modifications, policy changes, psychological and/or interpersonal-level interventions, or any other strategy that you feel would be effective. Be creative. This reflection is worth 5% of your grade; a rubric is posted on Blackboard.
  
- Behavioral Survey Development (20% of final grade; due February 22)
  - This assignment requires that you develop a 15 to 25-item theory-grounded questionnaire to assess a behavioral risk factor. Students will choose one of the three behavioral topics provided by the instructor in class. The survey will be graded based on its assessment of the constructs from the chosen behavior theory and appropriately written items. A very detailed rubric will be provided in class. The rubric will contain a checklist that mirrors the do and don'ts listed in the following reading: Dilorio CK. (2005) Measurement in Health Behavior. San Francisco: Jossey-Bass. (p60-70). The rubric will also contain a checklist of concepts from the theory you chose. Each concept (except intent and behavior) should be represented by at least 3 items. The items must be distinct and be grounded in the meaning of each theoretical construct. Intent and behavior can be represented by as many items as you feel is relevant. An additional criterion on the rubric is based on your approach to limiting response biases. In other words, did you design your questionnaire in a way that reduces the potential for response and recall biases?
  
- Geospatial Data Collection (10% of final grade; due April 12)
  - Students will be divided into groups of four to five and will be allowed to select a research topic of their interest that involves geographic data collection. The students will also be provided with a list of topics from which they can choose. The geographic data should contain at least 20 observation points. These points can be recorded by address or by using the smart phone spatial application (EpiCollect; training provided in class). Each observation point should contain data on 3 attributes relevant to the assigned topic. A thorough description and rubric will be provided in class. Students

will present their data to the class on April 12 and submit their data to the instructor before class on **April 12**. Topics chosen by students in the past include:

- Relationship between neighborhood-level socioeconomic status (U.S. Census data) and presence of calorie counts on local food/restaurant menus
  - Relationship between neighborhood-level socioeconomic status (U.S. Census data) and presence of sidewalks and parks
  - Relationship between neighborhood-level socioeconomic status (U.S. Census data) and under-age accessibility of cigarettes and alcohol
  - Students will present their data to the class on **April 12**. Each presentation should last 15 - 20 minutes. An additional 10 minutes should be allowed for discussion and questions. Each group member is expected to make an equal contribution to the assignment. Students are encouraged to use Powerpoint or Prezi. The oral presentation will be graded by the instructor.
  - You will also complete a Peer Evaluation Form about yourself and your group members. The average peer evaluation will constitute 20% of your assignment grade.
- Smart Phone “App” Project (10% of final grade; due April 25)
    - You will be asked to present a design for a (hypothetical) smart phone application, or “app”, to collect epidemiological data related to a health outcome of your choosing. The app you design should enable the collection of data from at least three of the five levels of influence discussed in class (e.g., individual, interpersonal, sociocultural, neighborhood, and political/economic). The app should be novel (i.e. not one that currently exists), but can use aspects of technologies/apps that already exist. For example, students in a previous class designed an app that integrated Shazam technology (i.e. song recognition) and GIS tracking to determine individuals’ exposure to noise pollution and to locate spatial “hotspots” of noise pollution. You will have opportunities throughout the semester in small group discussions to share your ideas with and receive feedback from other students and from the instructor.
    - You will describe the proposed app in a 1-2 page essay (due April 25) and will present the app to the class on April 26. Each presentation should last 5 - 10 minutes. An additional 5 minutes should be allowed for discussion and questions. Students are encouraged to use Powerpoint or Prezi. The oral presentation will be graded by the instructor and evaluated by the audience (rubrics will be provided).

**Quizzes.** During the course, students will have two quizzes (each constitute 10% of the final grade).

- **Quiz #1 – due February 1 by noon.** This test will be administered online (e.g., Blackboard) and will cover material related to epidemiologic concepts and terminology, global burden of disease, and the socioecological model. Students will be allowed to use their book, the internet, and any other aid as they complete the quiz. However, students are not allowed to exchange (give or receive) answers with other students. Many of the questions will require short answer responses and ask for unique examples; this structure will make plagiarism and cheating evident (see below for policy on academic integrity). The quiz will be available online at noon on Monday, January 31 and will close at noon on February 1. Once students begin the quiz, they will have 1 hour to complete it.
- **Quiz #2 – March 10 (in-class).** This 45-minute, in-class quiz will evaluate your knowledge of concepts and methods related to interpersonal influences on health.

**Final Exam.** The final exam will be a cumulative, in-class exam and counts for 25% of your final grade. It will involve multiple choice, fill-in-the-blank, and short answer questions, including one that will require you to critique excerpts from a study described in a primary journal article.

### **Instructor expectations**

Updated 2/13/2015

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](mailto: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](http://www.uky.edu/PR/News/severe_weather.htm) or you can call (859) 257-1754.

### **Late work policy**

Students are expected to take the examinations or turn in assignments on the day scheduled in the syllabus. Students who cannot take the examination on the scheduled day must have an excused absence (defined below). When possible, students should inform the faculty in advance of the examination if a problem exists with respect to taking the exam on the designated day or when not possible, within one week of the missed exam. Students will be given the opportunity to make up missed work or exams in the event of excused absences. In the event of an excused absence and with permission from the instructor, students will not be penalized for turning in work late. In the event of an unexcused absence, students will be penalized for turning in work late, with an immediate 10 point deduction and an additional 10 point deduction for each day the submission is delayed beyond the deadline.

### **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

\*\*All readings listed for a class session should be completed BEFORE class\*\*

Class	Month	Date	Topic, Readings*, and Assignments
1	Jan	14	<p>Introduction; Paradigms and Purposes of Epidemiology</p> <ul style="list-style-type: none"> <li>• Pisani W (2008). <u>The Wisdom of Whores</u> (Preface: 1-12)</li> <li>• Suggested reading: DiClemente RJ et al (2013). <u>Health Behavior Theory for Public Health</u>. Jones &amp; Bartlett: Burlington, MA. (p11-17).</li> </ul>
2	Jan	19	<p>Deriving Inferences from Epidemiologic Studies</p> <ul style="list-style-type: none"> <li>• Gordis L. (2009) <u>Epidemiology</u>. 4th edition. Saunders, Philadelphia, PA. (p227-239).</li> </ul> <p>Global Burden of Disease</p>
3	Jan	21	<ul style="list-style-type: none"> <li>• Skolnik R (2008). <u>Essentials of Global Health</u>. Jones and Bartlett: Sudbury, MA. (p18-20, "Determinants of Health" to "Key Health Indicators"); (p26-37, starting at "The Global Burden of Disease).</li> </ul> <p>Introduction to the Socioecological Model (SEM)</p>
4	Jan	26	<ul style="list-style-type: none"> <li>• Green LW, Richard L, and Potvin L. (1996). <u>Ecological Foundations of Health Promotion</u>. American Journal of Health Promotion 10(4): 270-281.</li> </ul> <p>Individual-level Influences on Health: Introduction</p>
5	Jan	28	<ul style="list-style-type: none"> <li>• Farley T and Cohen DA. <u>Prescription for a Health Nation: A new approach to improving our lives by fixing our everyday world</u>. Beacon Press, Boston, MA, 2005.(xi-xiii, 3-16 to "Actual causes of death...")</li> </ul>
	Feb	1	<b>Quiz 1 Due (to be completed on Blackboard by noon)</b>
6	Feb	2	<p>Individual-level Influences on Health: Key Concepts</p> <ul style="list-style-type: none"> <li>• DiClemente RJ et al (2013). <u>Health Behavior Theory for Public Health</u>. Jones &amp; Bartlett: Burlington, MA. (p66-80; 86-92).</li> </ul> <p>Individual-level Influences on Health: Methods - Sampling</p>
7	Feb	4	<ul style="list-style-type: none"> <li>• Pisani W (2008). <u>The Wisdom of Whores</u> (p43-59)</li> <li>• Suggested: Crosby RA, DiClemente RJ, Salazar LF. (2006). <u>Research Methods in Health Promotion</u>. San Francisco: Jossey-Bass. (p289-305)</li> </ul>
	Feb	8	<b>Health Behavior Reflection Due (by noon)</b>
8	Feb	9	<p>Individual-level Influences on Health: Methods – Data Collection</p> <ul style="list-style-type: none"> <li>• DiIorio CK. (2005) <u>Measurement in Health Behavior</u>. San Francisco: Jossey-Bass. (p18-35, 57-74)</li> </ul> <p>Individual-level Influences on Health: Methods – Validity and Reliability</p>
9	Feb	11	<ul style="list-style-type: none"> <li>• Crosby RA, DiClemente RJ, Salazar LF. (2006). <u>Research Methods in Health Promotion</u>. San Francisco: Jossey-Bass. (p269-274)</li> </ul>



10	Feb	16	Individual-level Influences on Health: Methods – Ethics <ul style="list-style-type: none"> <li>Crosby RA, DiClemente RJ, Salazar LF. (2006). <i>Research Methods in Health Promotion</i>. San Francisco: Jossey-Bass. (p44-46)</li> </ul>
11	Feb	18	Interpersonal Influences on Health: Introduction <ul style="list-style-type: none"> <li>View video: Christakis NA. <i>The Hidden Influence of Social Networks</i>. TED Talk. February 2010.</li> <li>Fowler JH and Christakis NA (2008) Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study. <i>British Medical Journal</i> 337: a2338</li> </ul>
	<b>Feb</b>	<b>22</b>	<b>Behavioral Survey Due (by noon)</b>
12	Feb	23	Interpersonal Influences on Health: Key Concepts <ul style="list-style-type: none"> <li>Hawe P, Webster C, Shiell A (2004) A glossary of terms for navigating the field of social network analysis. <i>Journal of Epidemiology and Community Health</i>. 58: 971-975.</li> </ul>
13	Feb	25	Interpersonal Influences on Health: Methods - Sampling and Data Collection <ul style="list-style-type: none"> <li>Borgatti S, Everett M, Johnson J. <i>Analyzing Social Networks</i>. Sage: Thousand Oaks. (p44-56).</li> </ul>
14	Mar	1	Interpersonal Influences on Health: Methods - Analysis <ul style="list-style-type: none"> <li>Download and familiarize yourself with NodeXL (<a href="http://nodexl.codeplex.com/">http://nodexl.codeplex.com/</a>)</li> </ul>
15	Mar	3	Interpersonal Influences on Health: Methods – Mining Social Data <ul style="list-style-type: none"> <li>Chew, C., &amp; Eysenbach, G. (2010). Pandemics in the age of Twitter: content analysis of Tweets during the 2009 H1N1 outbreak. <i>PLoS one</i>, 5(11), e14118.</li> </ul>
16	Mar	8	Sociocultural Influences on Health: Introduction <ul style="list-style-type: none"> <li>Watters E. (2010). <i>Crazy Like Us: the globalization of the American psyche</i>. p65 – 73 to “Kate Chaos” (note: you can skim up to p69 — but read carefully afterward), 81-87 to “Resilience in Sri Lanka”, and 114-120.</li> </ul>
17	Mar	10	Sociocultural Influences on Health: Key Concepts <ul style="list-style-type: none"> <li>Hahn R. (1999). <i>Anthropology in Public Health</i>. Oxford University Press: New York. (p12-21)</li> </ul>
	<b>Mar</b>	<b>10</b>	<b>Quiz 2 (to be completed in class)</b>
			<b>SPRING BREAK</b>
18	Mar	22	Sociocultural Influences on Health: Methods <ul style="list-style-type: none"> <li>Hahn R. (1999). <i>Anthropology in Public Health</i>. Oxford University Press: New York. (p5-12)</li> <li>Suggested reading: Agar M. (1996) Recasting the “ethno” in “epidemiology” <i>Medical anthropology</i> 16: 391-403.</li> </ul>
19	Mar	24	Neighborhood-level Influences on Health: Introduction <ul style="list-style-type: none"> <li>Kramer MR and Hogue CR. (2009) Is segregation bad for your health? <i>Epidemiologic Reviews</i> 31:178-194.</li> </ul>
20	Mar	29	Neighborhood-level Influences on Health: Key Concepts <ul style="list-style-type: none"> <li>Cohen DA et al. (2000) A structural model of health behavior: A pragmatic approach to explain and influence health behaviors at the population level. <i>Preventative Medicine</i> 30:146-154.</li> </ul>

21	Mar	31	Neighborhood-level Influences on Health: Methods - EpiCollect <ul style="list-style-type: none"> <li>Download (free) EpiCollect Application (<a href="http://www.epicollect.net/instructions/">http://www.epicollect.net/instructions/</a>)</li> </ul>
22	Apr	5	Neighborhood-level Influences on Health: Methods – Data Collection Political and Economic Influences on Health: Introduction
23	Apr	7	<ul style="list-style-type: none"> <li>Stratton et al (2008). The persistent problem of malaria: addressing the fundamental causes of a global killer. <i>Social Science &amp; Medicine</i> 67:854-862.</li> </ul>
24	Apr	12	<b>Neighborhood-level Influences on Health: GIS Data Presentation</b>
25	Apr	14	Political and Economic Influences on Health: Key Concepts <ul style="list-style-type: none"> <li>Krieger N. A glossary for social epidemiology. <i>J Epidemiol Community Health</i>. 2001 Oct;55(10):693-700.</li> </ul>
26	Apr	19	Political and Economic Influences on Health: Methods <ul style="list-style-type: none"> <li>Palmer A, et al. (2009). Does ratification of human-rights treaties have effects on population health? <i>The Lancet</i> 373:9679: 1987-1992.</li> </ul>
27	Apr	21	Interacting Influences: Structural Violence <ul style="list-style-type: none"> <li>Farmer P. (2004). An anthropology of structural violence. <i>Current Anthropology</i> 45(3):305-325.</li> </ul>
28	Apr	26	<b>Smart Phone “App” Project Presentations and Papers Due (by noon)</b>
29	Apr	28	Interacting Influences: Race/Ethnicity <ul style="list-style-type: none"> <li>Jones CP. (2000) Levels of racism: a theoretic framework and a Gardner’s Tale. <i>American Journal of Public Health</i> 90(8): 1212-1215</li> </ul>
30	May	2-6	<b>Final Examination – Time (TBD), Location (TBD) – 25% of total grade</b>

\*NOTE: When unforeseen circumstances necessitate lecture schedule changes, these will be negotiated with the class and reflect the nature of the circumstances necessitating the change.

## Ellis, Janie

---

**From:** Perkins, Andrea L  
**Sent:** Monday, April 20, 2015 10:10 AM  
**To:** Ellis, Janie  
**Subject:** FW: CPH 315 and CPH 410

Does the below not work?

Andrea Perkins  
University of Kentucky  
College of Public Health

---

**From:** Perkins, Andrea L  
**Sent:** Tuesday, April 07, 2015 8:10 AM  
**To:** Ellis, Janie  
**Subject:** FW: CPH 315 and CPH 410

See below.

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](mailto:stflem2@uky.edu)  
Phone: 859-218-2229

---

**From:** Perkins, Andrea L  
**Sent:** Tuesday, March 10, 2015 1:22 PM  
**To:** Fleming, Steve; Wood, Charlotte R  
**Subject:** CPH 315 and CPH 410

Good afternoon Dr. Fleming or Charlotte,

Can you tell me what date the Epidemiology department approved the new course proposals for CPH 315 and CPH 410?

Thanks!

Andrea Perkins  
Academic Affairs Administrator  
University of Kentucky  
College of Public Health  
111 Washington Avenue, Suite 204A  
Lexington, KY 40536  
P: 859.218.2021  
[andrea.perkins@uky.edu](mailto:andrea.perkins@uky.edu)