

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 1/14/2015

1b. Department/Division: Dept Of Preventive Med & Envir

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: David Mannino

Email: dmannino@uky.edu

Phone: 218-2099

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 423

2c. Full Title: Health of Kentuckians

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 provides an overview of the determinants, factors, and remedies to the traditionally poor health status of Kentuckians. The course focus is on population health of the Commonwealth, with an emphasis on data, trends and solutions to illness, death and disability. Other topics include health rankings, vital statistics and demographic factors. The comparison of Kentucky's population health status to the US average and to other states is presented, plus strategies to improve population health in the Commonwealth. Additional topics include the relationship between Kentucky's demographic, economic, environmental, and education characteristics and their impact on health.

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: Summer,

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?: 60

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: This course will appeal to a broad spectrum of students from a variety of disciplines/majors, including pre-professional students (pre-med, pre-pharmacy, pre-dentistry), public health, nursing, social work, and others.

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

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 423 NEW College Review|20141120

SIGNATURE|JMETT2|Joanie Ett-Mims|CPH 423 NEW Undergrad Council Review|20141120

SIGNATURE|JEL224|Janie S Ellis|CPH 423 NEW Senate Council Review|20150114

Courses	Request Tracking
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New Course Form

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

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

Generate R

Attachments:

Upload File

ID	Attachment
Delete 4090	CPH 423 Health of Kentuckians syllabus.pdf

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 ² 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.

<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 provides an overview of the determinants, factors, and remedies to the traditionally poor health status of Kentuckians. The course focus is on population health of the Commonwealth, with an emphasis on data, trends and solutions to illness, death and disability. Other topics include health rankings, vital statistics and demographic factors. The comparison of Kentucky's population health status to the US average and to other states is presented, plus strategies to improve population health in the Commonwealth. Additional topics include the relationship between Kentucky's demographic, economic, environmental, and education characteristics and their impact on health.

k. Prerequisites, if any:

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: _____

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?

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 appeal to a broad spectrum of students from a variety of disciplines/majors, including pre-professional students (pre-med, pre-pharmacy, pre-dentistry), public health, nursing, social work, and others.

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 ² for ANY program? Yes No

If YES ², 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.

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.

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
Department of Preventive Medicine and Environmental Health**

Course Syllabus-Draft July 25, 2012

Health of Kentuckians

**CPH 423
Fall 2013**

Location: TBA
Days and Time: Monday & Wednesday, 3:30 pm – 4:45 pm (or otherwise scheduled)

Contact information

Instructor: Robert McKnight, MPH, ScD, Provost's Distinguished Professor
Southeast Center for Agricultural Health & Injury Prevention, 342 Waller
Avenue, Suite 1A
Telephone: 323-6836
E-mail: rmcknig@uky.edu (preferred method of contact)
Office Hours: Tuesdays from 2:30 to 5:00 or by appointment

Course description

An overview of the determinants, factors and remedies to the traditionally poor health status of Kentuckians. The course focus is on population health of the Commonwealth, with an emphasis on data, trends and solutions to illness, death and disability. Other topics include health rankings, vital statistics and demographic factors. The comparison of Kentucky's population health status to the US average and to other states is presented, plus strategies to improve population health in the Commonwealth. Additional topics include the relationship between Kentucky's demographic, economic, environmental, and education characteristics and their impact on health.

Course rationale

This course examines population health issues that impact the Commonwealth of Kentucky, their causes, remedies and impediments to improvement. The course is an overview/survey course, open to junior and senior undergraduates plus graduate students in a wide range of disciplines; e.g. public health, biology, social work, health communication, nursing, pre-professional programs (pre-med, pre-dentistry, pre-pharmacy) etc. The course is not a substitute for a course in epidemiology. Rather, this course focuses on vital statistics, health rankings and Kentucky-specific references, data, articles, and useful websites. The course provides students with skills to access Kentucky-specific data and to better understand the challenges of improving population health in the Commonwealth.

Course prerequisites

None

Course objectives

1. **Summarize** the current health status of Kentucky residents using numerous data and information sources and comparisons.
2. **Evaluate** the shortcomings of vital statistics and state health ranking scales.
3. **Compare and contrast** the health status of Kentuckians with residents in other state(s).
4. **Summarize** the goals and objectives for improving the health of Kentuckians through 2020.
5. **Recall** how economic, demographic, environmental, and educational factors influence the health of Kentuckians.
6. **Compare** and contrast health status in Appalachian counties with non-Appalachian counties

Additional Objective for Graduate Students:

7. Propose strategies that improve the health of the Commonwealth or a selected sub-population therein.

Relationship to Public Health Competencies

This course relates to the following competencies for the MPH degree:

- A.5 Apply descriptive techniques commonly used to summarize public health data.
- C.1 Identify key sources of data for epidemiologic purposes.
- E.2 Identify the causes of social and behavioral factors that affect health of individuals and populations.
- F.1 Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
- F.8 Use information technology to access, evaluate, and interpret public health data.
- G.1 Describe the roles of history, power, privilege and structural inequality in producing health disparities.

Textbook

Ludke RL, Obermiller P, Couto RA. Appalachian health and well-being. Lexington: University Press of Kentucky, 2012.

The major reference of this course will be the forthcoming "Healthy Kentuckians 2020" which will be available mid-2012 from the Kentucky Cabinet for Health Services. Students should download and print this document in its entirety as it will be a basis for many of the lectures, as well as strategies and benchmarks for increasing health status in Kentucky.

Course requirements and learner evaluation

A. Undergraduate Students:

The **mid-term grade** report is based on Quiz #1 and the Mid-Term exam, which combined account for 40% of the final grade.

Mid-term grade is assigned as follows:

- A 40-36 points
- B 35-32 points
- C 31-28 points
- D 27-24 points
- F < 24 points

Final course grades will be based upon evaluation of the following activities:

Quiz No. 1	15%, September 25
Mid-Term	25%, October 16
Quiz No. 2	15%, November 13
State Health Comparison paper	20%, November 25
Final Exam	25%, Week of December 16

Total **100 %**

Final grades for undergraduate credit will be assigned according to the following point scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	F

B. Graduate Students:

Final course grades will be based upon evaluation of the following activities:

Quiz No. 1	9%, September 25
Mid-Term	16%, October 16
County Comparison paper	13%, October 23
Quiz No. 2	12%, November 13
State Health Comparison paper	13%, November 25
Population Health paper	17%, December 10
Final Exam	20%, Week of December 16

Total **100 %**

Final grades will be assigned according to the following point scale:

90 – 100	A
80 – 89	B
70 – 79	C
< 70	E (failure)

Web Based Resources

<http://chfs.ky.gov/dph/default.htm>

<http://www.kentuckyhealthfacts.org/>

<http://www.statehealthfacts.org/profileind.jsp?rqn=19&cat=1>

<http://www.statehealthfacts.org/index.jsp>

<http://www.kcr.uky.edu/>

<http://www.fitky.org/>

<http://quickfacts.census.gov/qfd/states/21000.html>

<http://www.improvingpopulationhealth.org/blog/what-is-population-health.html>

<http://www.countyhealthrankings.org/#app/>

<http://www.americashealthrankings.org/KY>

<http://www.ksdc.louisville.edu/>

<http://www.uky.edu/KGS/>

Instructor expectations

1. Attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. Be in the classroom and prepared to begin working at the scheduled start time for each session.
3. Actively participate in the discussions. This is not the type of class where you can "sit back and listen."
4. Be well-read in the content provided in references and websites and develop skills necessary to be active learners in this class.
5. Be self-motivated and seek out additional information to understand, comprehend and analyze the topics discussed in readings and in the class syllabus.
6. Be accepting of criticism and appropriate suggestions for improving the quality of your academic work and, if necessary, respond by modification of your behavior
7. Act with respect and integrity toward classmates and faculty.
8. Complete all assignments promptly.
9. Recognize your responsibility to participate in classroom discussions in a civil, appropriate and courteous manner, even though you may disagree with other's opinions.
10. Do not use class time for inappropriate, non-academic use of electronic devices or personal use of social media. No Facebooking, Tweeting, unrelated internet browsing, texting or other activities which detract from your attention in class or of those around you. If you intend to attend class, come to listen, learn, interact and be engaged. Disregard for this minimal expectation of mature young adults is simply not acceptable.

Criteria for State Health Comparison Paper, Due November 25, 2013 (All Students)

You will prepare a maximum eight page, double-spaced paper, plus a maximum of two page reference list comparing and contrasting the current health status of Kentuckians with residents of one of the other forty-nine states. The focus of the paper will be on the comparison of rates and percentages (rather than numbers), and how Kentuckians' health is better or worse than the state in comparison. States will be assigned, and depending on enrollment, this could be a joint project. Participants assigned to work in a joint project will receive the same grade. A detailed outline for the paper's expectations will be provided; in general the following aspects must be addressed:

- a.) Comparison of rankings and leading causes of death using most recent health data
- b.) percent of population on Medicaid and/or without insurance
- c.) comparison of state demography by age group

- d.) percent of population declared as "disabled," lifestyle comparisons and causes that explain similarities or differences between Kentucky and the state in comparison, e.g. exercise, obesity, climate, etc.
- e.) a reference list used to compile the paper

Evaluation of the paper will be based on the following criteria:
 Appropriateness and thoroughness of references
 Scientific accuracy and completeness
 Quality of clear, concise and collegiate-level writing

All papers will be available for other students to read. Paper must be received electronically by 12 noon Eastern on the due date, November 25, 2013. Late papers will be reduced by three points if not received by 12 noon, and reduced three additional points if received at 1pm, 2pm, etc. Students are encouraged to submit papers in advance of the due date.

Additional Assignments-Graduate Students:

1. County Comparison paper: (Graduate students only, due October 23)

Students will prepare an eight page double-spaced paper comparing and contrasting the health of two counties in Kentucky. This will be an individual assignment. However, if enrollment is high, it may be a joint assignment in which all the participants therein will receive the same grade for a joint paper. The paper will focus on the comparison of the two counties' demography, as well as, the rates of mortality and morbidity and disability obtained through publically-accessible data sources. A more detailed outline will be provided, but in general the following aspects must be addressed:

- a. Comparison of the demography, educational status and geography/terrain
- b. Comparison of rate and in proportions of illness, death and disability for selected health and injury issues
- c. Comparison of the percent of population on Medicaid and/or without insurance
- d. Other comparison factors with the counties that influence population health

The paper is a maximum of 13 points. Evaluation will be based on the following evaluation criteria:

- a. Quality of clear, concise, graduate-level collegiate writing 2 points
 - b. Scientific accuracy and completeness 9 points
 - c. Appropriateness and thoroughness of references 2 points
- Total= 13 points

Papers must be received electronically by 12 noon on the due date October 23. Late papers will be reduced by 3 points if not received by 12 noon, and reduced 3 additional points if received at 1pm, 2pm, etc. Students are strongly encouraged to submit papers in advance of the due date. Additional details regarding the County Comparison paper will be presented at the beginning of the semester.

2. Population Health Assessment/Improvement paper: (Graduate students only, due Dec10)

Graduate students will prepare a maximum 10-12 page (plus references) paper addressing the strategies for the improvement of health within a sub-population of Kentucky (e.g. African Americans, rural poor, adolescent girls, elderly, individuals with disabilities, infants, urban dwellers, a high risk worker population, child bearing women, prisoners, etc.). The focus of this paper is not on a particular disease, but rather the health and safety of a sub-group. More information will be provided at the beginning of the semester. The first half of the paper should discuss the magnitude of the health issues of the population while the second part should address strategies that could be useful in Kentucky for improving the health status in this population.

Criteria for the grading of this 17 point paper will include the following:

- | | |
|---|----------|
| a. Quality of clear, concise, graduate-level collegiate writing | 3 points |
| b. Scientific accuracy and completeness | 6 points |
| c. Extent of analysis and synthesis | 6 points |
| d. Appropriateness and thoroughness of references | 2 points |
| Total= 17 points | |

Papers must be received electronically by 12 noon on the due date December 10. Late papers will be reduced by 3 points if not received by 12 noon, and reduced 3 additional points if received at 1pm, 2pm, etc. Students are strongly encouraged to submit papers in advance of the due date. Additional details regarding the County Comparison paper will be presented at the beginning of the semester.

Writing Standards:

Your writing assignments should conform to the highest collegiate standards of critical thinking, good writing, appearance, and demonstrate a command of the English language.

Your ability to communicate in writing is critical to others' ability to understand what you know. The appearance of your submission counts. Quality typing, free of errors, is expected. A consistent format of editorial style should be followed (margins, page numbers, references, etc.). Students are encouraged to use editorial guidelines found in "Information to Authors" of public health related journals (e.g., AMA style, CBE style, or APA style). Whichever format you choose, please maintain consistency in your references, punctuation, and other aspects of visual style.

Your ability to synthesize scientific principles will be reflected by clear, concise writing. A reader should understand what you mean without reading a sentence three times. Students who are "out of practice" in writing should remember that revisions and rewrites are often the difference between a "C" and an "A." The first draft is often poor on presentation even if it contains all the scientific facts you intend to present. Use the many writing opportunities in this class to develop a solid writing style that will serve you all through your academic career.

More details on writing and format expectations for the State Health Comparison paper will be provided.

Avoid:

- Numerous quotations
- Sentences that don't add anything to the information conveyed in the paragraph
- One sentence paragraphs
- Making your paper a collection of bits and pieces from other authors without any of your synthesis or insight
- Sloppy typing

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources.

All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See [S.R. 6.3.0 \(PDF\)](#) for the exact Senate Rules regarding academic offenses.

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, submit to me a Letter of Accommodation from the Disability Resource Center). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at jkarnes@email.uky.edu or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Religious Observances

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

Inclement weather

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

Late work and makeup policy

Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually. Make-up exams are likely to be verbal exams.

Attendance policy

Attendance is highly recommended, but not mandatory. Attendance records will not be kept.

Fall 2013

Course schedule and topics-Health of Kentuckians-Draft July 22, 2012

DATE	TOPIC
August 21	Syllabus Discussion, Introduction
August 26	What Ails KY-An Overview
August 28	Introduction to Population Health
September 4	Demographics & Population Dynamics of KY
September 9	KY Geography & Relationship to Health
September 11	Health Data for KY; Regions & Counties Part I
September 16	Health Data for KY; Regions & Counties Part II
September 18	Educational Status & Its Influence on KY Health
September 23	Economic Status & Its Influence on KY Health
September 25	Quiz No. 1
September 30	Health Rankings: Comparing KY to Other States
October 2	Health Rankings: Comparing KY to the US Average
October 7	Health Comparison Within KY: Counties, Regions & Districts Part I
October 9	Health Comparison Within KY: Counties, Regions & Districts Part II
October 14	Review Day/Special Topics
October 16	Mid-term Quiz & Mid-term Grade Report
October 21	Goals for KY Health/Healthy KY 2020 Part I
October 23	Heart and Lung Disease in Kentucky
October 23	County Comparison paper due
October 28	Cancer in KY
October 30	Obesity & Diabetes in KY
November 4	Mental & Emotional Health Issues in KY
November 6	Oral & Dental Health in KY
November 11	Substance Abuse in KY
November 13	Quiz No. 2
November 18	Student Selected Topic, TBA
November 20	Student Selected Topic, TBA
November 25	State Comparison Papers due (Graduate students only)
November 25	Injuries, Trauma & Poisoning in KY
December 2	Immigrant & Minority Health in KY
December 4	Challenges & Solutions to Improve KY Health Status Part I
December 9	Challenges & Solutions to Improve KY Health Status Part II
December 10	Population Health Assessment/Improvement paper due (Graduate students only)
December 11	Wrap-Up and Review

Final exam week of December 16 time TBA, per UK schedule

Student Selected Class Topics-November 18th & 20th

It is impossible to cover all aspects of Kentucky's poor health status in a three hour course. In preparation for classes, on November 18th & 20th students will be asked to propose topics on health status issues not included in the syllabus. Students will have an opportunity to ask faculty to review topics not covered in the syllabus. Examples may include, but are not limited to, Appalachian health issues, urban vs. rural health issues, "nerves" in Kentucky, child abuse, and/or elder abuse, AIDS/HIV, guns and violence, pit bulls and other vicious dogs, all-terrain vehicles, health hazards of coal and/or other topics.

Health of Kentuckians CPH 423, Fall 2013

Expanded Topic Outline and Reading List-Draft

August 26-What Ails Kentucky-Overview

Articles

Borak J, Salipante-Zaidel C, Slade MD, Fields CA. Mortality disparities in Appalachia: reassessment of major risk factors. *J Occup Environ Med.* 2012 Feb;54(2):146-56.

Kindig DA, Asada Y, Booske B. A population health framework for setting national and state health goals. *JAMA.*2008 May 7;299(17):2081-3.

Kindig D, Peppard P, Booske B. How healthy could a state be? *Public Health Rep.* 2010 Mar-Apr;125(2):160-7.

Booske B, Rohan A, Kindig DA, Remington P. Grading and reporting health and health disparities. *Prev Chronic Dis* 2010;7(1):A16. <http://www.cdc.gov/pcd/issues/2010/jan/08%200235.htm>

September 4- Kentucky Georgraphy & Relationship to Health Part I

Articles

Holzman DC. Mountaintop removal mining: digging into community health concerns.*Environ Health Perspect.* 2011 Nov;119(11):A476-83.

Websites

<http://www.ksdc.louisville.edu/>

September 9-Kentucky Geography & Relationship to Health Part II

Textbook: Chapter 2. Appalachian Health the Physical Environment

Articles

Christian WJ, Huang B, Rinehart J, Hopenhayn C. Exploring geographic variation in lung cancer incidences in Kentucky using a spatial scan statistic: elevated risk in the Appalachian coal mining region. *Public Health Rep.* 2011 Nov-Dec; 126(6):789-96.

Lengerich EJ, Tucker TC, Powell RK, Colsher P, Lehman E, Ward AH, Siedlecki JC, Wyatt SW. Cancer Incidence in Kentucky, Pennsylvania, and West Virginia: Disparities in Appalachia. *Rural Health*. 2005 Winter;21(1):39-47.

Websites

<http://www.uky.edu/KGS/>

September 18-Educational Status & Its Influence on Kentucky Health

Textbook: Chapter 4. Health Care Systems in Appalachia

September 23-Economic Status & Its Influence on Kentucky Health

Articles

Black D, Daniels K, Sanders S. The Impact of economic conditions on participation in disability programs: evidence from the coal boom and bust. *Am Econ Rev*. 2002 Mar;92(1):27-50.

Yao N, Matthews SA, Hillemeier MM. White infant mortality in Appalachian states, 1976-1980 and 1996-2000: changing patterns and persistent disparities. *J Rural Health*. 2012 Spring;28(2):174-82. doi: 10.1111/j.1784-0361.2011.00385.x.Epub 2011 Jul 28.

September 30-Health Rankings: Comparing Kentucky to Other States

Websites

<http://www.americashealthrankings.org/KY>

October 7-Health Comparison Within Kentucky: Counties, Regions and Districts

Part I

Websites

<http://www.kentuckyhealthfacts.org/>

October 23-Heart and Lung Disease

Articles

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October 28-Cancer in Kentucky

Textbook: Chapter 8. Cancer-Related Disparities in Appalachia

Articles

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October 30-Obesity and Diabetes in Kentucky

Textbook: Chapter 6. Diabetes and Its Management in the Appalachian Region

Chapter 7. Obesity and Food Insecurity in Appalachia

Articles

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Textbook: Chapter 11. Mental Health in Appalachia

Articles

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November 6-Oral & Dental Health in Kentucky

Textbook: Chapter 13. Oral Health in Appalachia

Articles

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November 11-Substance Abuse in Kentucky

Textbook: Chapter 12. Substance Abuse in Rural Appalachia

Articles

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November 25-Injury, Trauma and Poisoning in Kentucky

Textbook: Chapter 10. Trauma in Appalachia

Articles

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December 2-Immigrant and Minority Health in Kentucky

Articles

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December 4-Challenges and Solutions to Improve Kentucky Health Status Part I

Article

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