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OFFICE OF THE SENATE COUNCIL

Courses	Distance Learning	Syllabus	Request Tracking
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New Course Form

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

Open in full window to print or save

Attachments:

Browse...

ID	Attachment
Delete:505	CPH 440 Cover Memo.doc
Delete:669	CPH 440 syllabus.doc

Fast 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: PUBLIC HEALTH Today's Date: 10/12/2012
- b. * Department/Division: Department Of Health Behaviors
- c.
 - * Contact Person Name: Kristen Pickett Email: kristen.pickett@uky.edu Phone: 218-2039
 - * Responsible Faculty ID (if different from Contact) rcros2 Email: crosby@uky.edu Phone: 257-5620
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ¹ No
- b. * Prefix and Number: CPH440
- c. * Full Title: Foundations of Health Behavior
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ⁴	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other If Other, Please explain:			
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:
 This course will provide students with an overview of how the social and behavioral sciences contribute to primary prevention in the rapidly expanding field of health behavior. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.
- 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? 40

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 an asset to students in nursing, social work, pre-medicine, pharmacy, dentistry, and KHP, and other allied health professionals.

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

Traditional -- Offered in Corresponding Departments at Universities Elsewhere

Relatively New -- Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

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

If YES, name the proposed new program: _____

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

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

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

If YES, the *differentiation for undergraduates and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

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.

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.

³ 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

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MEMORANDUM

TO: Health Care Colleges Council

FROM: William G. Pfeifle, EdD 
Associate Dean for Academic Affairs

SUBJECT: Proposal for CPH 440 Foundations of Health Behavior

DATE: August 20, 2012

It is the intention of the Department of Health Behavior in the College of Public Health to formally establish a course to provide students with an overview of how the social and behavioral sciences contribute to primary prevention in the rapidly expanding field of health behavior. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.

This course proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Richard Crosby, via phone at 257-5620 or via email at crosby@uky.edu.

UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH

Course Syllabus
Foundations of Health Behavior
CPH 440
Spring 2014

Location: Chemistry-Physics Building, Room 153
Days and Time: Tuesday and Thursday, 3:30 pm – 4:45 pm

Contact information

Instructor: Dr. Richard Crosby
Bowman Hall, Suite 355
Telephone: 257-5620
E-mail: crosby@uky.edu (preferred method of contact)
Office Hours: Mondays from 2:30 to 5:00 or by appointment

Course description

This course will provide students with an overview of how the social and behavioral sciences contribute to primary prevention in the rapidly expanding field of health behavior. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.

Course prerequisites

None

Course objectives

Upon completion of this course, the learner will be able to:

- explain how **changing health behavior** can impact morbidity and mortality rates
- explain the role of **behavioral and social science in public health**
- provide examples of theory-based programs that effectively lead to behavior change.
- identify key theoretical concepts relevant to fostering behavior change
- articulate the advantages of **ecological models** to changing health behavior
- explain the steps and applications of the **Precede-Proceed model**
- compare and contrast effective **techniques to change health behavior**
- compare and contrast effective **techniques to measure health behavior**
- describe the **role of health communication** in public health practice
- explain **key barriers** to achieving behavior change and implementing change programs
- identify key limitations in the application of behavioral and social sciences to public health
- illustrate how **health behavior integrates with other disciplines** within the field of public health
- understand the fundamental aspects of **translating research into public health practice**

Student learning outcomes:

- Students will gain an in-depth understanding of the importance of using theory to guide the design and evaluation of primary prevention programs in public health practice.
- Students will be able to identify key contemporary issues in the field of health behavior.
- Students will understand and appreciate the complex relationships between individual-level, relational-level, and community-level factors within the context of economic, legal, and cultural factors.

Textbook

DiClemente RJ, Salazar LF, Crosby RA. Health behavior theory for public health: Principles, foundations, and applications. Burlington, MA: Jones & Bartlett Learning, 2012.

Course requirements and learner evaluation

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

- **Papers:** There will be a total of three (3) papers required for this course, each worth 10% of the final grade. Each paper will use a standard template (to be provided by the instructor). Students will be comparing the use of theory in published journal articles against the "correct use" of theory described in their textbook – discrepancies and examples of correct use will comprise the bulk of each paper. Papers should be no than 4 pages of double-spaced, 12-point, font. Each paper should be regarding a new article. Papers should be submitted in hard copy at the beginning of class. Papers are to be completed individually, group work is not acceptable. Due dates are noted in the course schedule below. Late papers will be penalized 10% each day they are past the deadline.
- **Examinations:** There will be two (2) examinations, both of which are non-cumulative. The first (a midterm) will be worth 30% of the final grade and the second (a final) will be worth 40% of the final grade. Exams will require you to synthesize and apply information learned from class and the assigned readings.
- **Class participation, group work, and student collaboration:** Although class participation, group work, and student collaboration are not a grade per se, active participation in these ways helps ensure that maximum learning is taking place and may influence grades within a point of the next letter grade.

Grades will be assigned according to the following scale:

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

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

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 be attentive to each class. This means silencing mobile phones and suspending email and texting and phone calling during class. Should a true emergency arise that you must address, please quietly attend to it and return to class as quickly as possible.
4. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
5. 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. Grammar, syntax, and spelling will account for 10% of the grade for written work.
6. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
7. I expect you to interactively engage via Blackboard with the other students and the instructor throughout the semester.
8. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
9. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
10. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

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.

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.

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: www.uky.edu/drc

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.

Attendance policy

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

Course schedule and topics

DATE	TOPIC	READING ASSIGNMENTS
January 10	Distribution of Syllabus, Introduction	
January 15	Health Behavior and Public Health	Chapter 1
January 17	What is primary prevention?	Chapter 2
January 22	Introduction to health behavior theory	Chapter 2
January 24	How does a health promotion program work?	Chapter 3
January 29	Value-expectancy models (part 1)	Chapter 4
January 31	Value-expectancy models (part 2)	Chapter 4 & PAPER 1 DUE
February 5	Models based on fear appeal (part 1)	Chapter 5
February 7	Models based on fear appeal (part 2)	Chapter 5
February 12	The transtheoretical model	Chapter 6
February 14	The precaution adoption process model	Chapter 6
February 19	Social cognitive theory (part 1)	Chapter 8
February 21	Social cognitive theory (part 2)	Chapter 8
February 26	Introduction to health communication	Chapter 9
February 28	Social marketing	Chapter 9 & PAPER 2 DUE
March 5	Midterm Evaluation & Midterm Grade Report	
March 7	Diffusion of innovation theory (part 1)	Chapter 10
March 11-16	UK SPRING BREAK	SPRING BREAK
March 19	Diffusion of innovations theory (part 2)	Chapter 10
March 21	Ecological approaches used in primary prevention (part 1)	Chapter 11
March 26	Ecological approaches used in primary prevention (part 2)	Chapter 11
March 28	Measurement in health behavior (part 1)	Chapter 12 & PAPER 3 DUE
April 2	Measurement in health behavior (part 2)	Chapter 12
April 4	Evaluating prevention-based programs (part 1)	Chapter 13

April 9	Evaluating prevention-based programs (part 2)	Chapter 13
April 11	Translating research into practice (part 1)	Chapter 14
April 16	Translating research into practice (part 2)	Chapter 14
April 18	Putting it all together – applied examples from recent evaluation studies	To be assigned
April 23	Catch-up day	No readings assigned
April 25	Review for final exam	No readings assigned

The final examination will be on May 2nd at 3:30 pm in CP-153.

eCATS (Curricular Proposal)

Detailed Navigation

- Workflows
- eCATS (Curricular Proposal)
- OSPA eAF Form
- Financial Disclosures

Related Links

- Browser Compatibility

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eCATS Request Tracking

No Filter
 Filter By College Name
 Filter By CourseID
 Filter By Date Range

FromDate: ToDate:

Filter Value: PUBLIC HEALTH CourseID: CPH

Course/Prog ID	Display Form	Course/Program	Request Type	College	Date
CPH 203	Display Form	Course	New	PUBLIC HEALTH	6/21/2012
CPH 440	Display Form	Course	New	PUBLIC HEALTH	6/14/2012

Details of Course/Program ID(CPH 440)

WORKFLOW ID	Workflow Status	Date	Time
000010311577	Department Received	2012-06-14	14:40 PM
000010311581	Department Approved	2012-06-14	16:00 PM
000010315334	Received by College	2012-06-14	16:00 PM
000010315336	Approved by College	2012-08-20	11:12 AM
000010687545	Received by HCCC	2012-08-20	11:12 AM
000010687547	Returned for Revision by HCCC	2012-08-20	13:21 PM
000010682809	Received by College	2012-08-20	13:21 PM
000010682810	Revised and Approved by College	2012-08-21	14:10 PM
000010698440	Received by HCCC	2012-08-21	14:10 PM
000010698442	Approved by HCCC	2012-09-19	10:42 AM
000010903394	Received by UGC	2012-09-19	10:42 AM
000010903396	Approved by UGC	2012-10-11	12:54 PM
000011040739	Received by Senate Council	2012-10-11	12:54 PM