

# NEW COURSE FORM

<b>1. General Information</b>														
a.	Submitted by the College of: <u>Public Health</u>	Today's Date:	<u>February 12, 2013</u>											
b.	Department/Division: <u>Health Behavior</u>													
c.	Contact person name: <u>Dr. Linda Alexander</u>	Email: <u>lindaalex@uky.edu</u>	Phone:	<u>218-2039</u>										
d.	Requested Effective Date: <input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year <sup>1</sup>	<u>Fall 2014</u>										
<b>2. Designation and Description of Proposed Course</b>														
a.	Prefix and Number: <u>CPH 441</u>													
b.	Full Title: <u>The Smoking Gun: Tobacco and the Public's Health</u>													
c.	Transcript Title (if full title is more than 40 characters): <u>Tobacco and the Public's Health</u>													
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____													
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.													
	<u>2</u> Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	<u>1</u> Discussion										
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research										
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____											
<p>Is the course being proposed to fulfill a UKCore requirement? <input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p><b>If YES, check the areas that apply and attach a completed Cover Sheet and Area of Inquiry Form:</b></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Inquiry - Arts &amp; Creativity</td> <td><input type="checkbox"/> Composition &amp; Communications - II</td> </tr> <tr> <td><input type="checkbox"/> Inquiry - Humanities</td> <td><input type="checkbox"/> Quantitative Foundations</td> </tr> <tr> <td><input type="checkbox"/> Inquiry - Nat/Math/Phys Sci</td> <td><input type="checkbox"/> Statistical Inferential Reasoning</td> </tr> <tr> <td><input type="checkbox"/> Inquiry - Social Sciences</td> <td><input type="checkbox"/> U.S. Citizenship, Community, Diversity</td> </tr> <tr> <td><input type="checkbox"/> Composition &amp; Communications - I</td> <td><input type="checkbox"/> Global Dynamics</td> </tr> </table>					<input type="checkbox"/> Inquiry - Arts & Creativity	<input type="checkbox"/> Composition & Communications - II	<input type="checkbox"/> Inquiry - Humanities	<input type="checkbox"/> Quantitative Foundations	<input type="checkbox"/> Inquiry - Nat/Math/Phys Sci	<input type="checkbox"/> Statistical Inferential Reasoning	<input type="checkbox"/> Inquiry - Social Sciences	<input type="checkbox"/> U.S. Citizenship, Community, Diversity	<input type="checkbox"/> Composition & Communications - I	<input type="checkbox"/> Global Dynamics
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<input type="checkbox"/> Composition & Communications - I	<input type="checkbox"/> Global Dynamics													
f.	Identify a grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail												
g.	Number of credits: <u>3</u>													
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>											
	If YES: Maximum number of credit hours: _____													
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>											
i.	Course Description for Bulletin:	This course will provide a theoretical, cultural and economic rationale for the role of tobacco smoking related to the overall health of US populations in the United States and abroad. This course will examine trends in												

## NEW COURSE FORM

		<p>tobacco smoking from the 1960's to present day and how social and political forces have both directly and indirectly undermined the current public health agenda-to reduce, minimize, and eventually eradicate tobacco related chronic disease and death worldwide. Students will acquire the necessary tools to identify the scientific literature on smoking and disease through traditional published literature, tobacco websites, and national data sets.</p>
<b>j.</b>	Prerequisites, if any:	Junior or Senior undergraduate in good academic standing, recommendation of advisor and/ or permission of instructor.
<b>k.</b>	Will this course be offered through Distance Learning?	YES <sup>4</sup> <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>l.</b>	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>4. Frequency of Course Offering</b>		
<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	<u>50</u>
<b>7. Anticipated Student Demand</b>		
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>b.</b>	Will it be of interest to a significant number of students outside the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES, explain:	This course provides an in-depth look at the history of tobacco smoking and its public health consequences in the United States and abroad. Students interested in careers in medicine, nursing, social work, psychology, education, maternal and child health, public health practice, pharmacy, chemistry, biology, sociology, political science and economics will benefit from a comprehensive world view of tobacco smoking as the primary culprit for the leading causes of death and disease.
<b>8. Check the category most applicable to this course:</b>		
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
	<input type="checkbox"/> Relatively New – Now Being Widely Established	
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities* Tobacco smoking is traditionally discussed as a part of a comprehensive look at Alcohol, Tobacco, and Other Drugs at the undergraduate level.	
<b>9. Course Relationship to Program(s)</b>		
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program:	_____
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES <sup>5</sup> , list affected programs:	_____
<b>10. Information to be Placed on Syllabus</b>		

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<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, the <i>differentiation for undergraduate students must be included</i> in the information required in <b>10.b</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>b.</b>	X	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500 level grading differentiation if applicable, from <b>10.a</b> above) are attached.	NO <input type="checkbox"/>

<sup>1</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received

<sup>2</sup>The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup>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)

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

<sup>5</sup>In order to change a program, a program change form must also be submitted.

# APPLICATION FOR NEW COURSE

## Signature Routing Log

### General Information





Course Prefix and Number: CPH 441

Proposal Contacts: Kristen Pickett [kbpick2@uky.edu](mailto:kbpick2@uky.edu) 218-2039

### INSTRUCTIONS:

Identify the group or individual reviewing the proposal; note the date of approval; offer a contact person for each entry, and obtain signature of the person authorized to report approval.

### Internal College Approvals and Course Cross-Listing Approvals:

Reviewing Group	Date Approved	Contact Person	Signature
Department of Health Behavior	2/28/2013	Rick Crosby/Crosby@uky.edu/257-5620	
Academic Affairs Committee	3/12/2013	Steve Browning/srbrown@uky.edu/218-2235	
Faculty Council	4/9/2013	Steve Fleming/steven.fleming@uk.edu/218-2229	
Academic Dean	4/10/2013	James Holsinger/jwh@uky.edu/323-6314	

### External to College Approvals:

Council	Date Approved	Signature	Approval of Revision
Undergraduate Council	4/30/13	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council		University Senate Approval	

### Comments:

**UNIVERSITY OF KENTUCKY  
COLLEGE OF PUBLIC HEALTH**

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**Course Syllabus  
CPH 441-001: The Smoking Gun: Tobacco and the Public's Health  
Fall 2014**

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**Location: CPH 115 - Tuesday and Thursday Afternoons 12:30 to 1:45**

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Instructor: Dr. Linda A. Alexander  
Associate Professor Health Behavior  
151 Washington Avenue-Bowman Hall 343

Telephone: 859-218-2039 (Adm. Asst.) Ms. Kristen Pickett

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

Office Hours: Tuesdays 9 to 10:30am or by Appointment

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**Course description**

This course will provide a theoretical, cultural and economic rationale for the role of tobacco smoking related to the overall health of US populations in the United States and abroad. This course will examine trends in tobacco smoking from the 1960's to present day and how social and political forces have both directly and indirectly undermined the current public health agenda-to reduce, minimize, and eventually eradicate tobacco related chronic disease and death worldwide. Students will acquire the necessary tools to identify the scientific literature on smoking and disease through traditional published literature, tobacco websites, and national data sets. As a result of this class students will also be able to make an argument for or against the continued use of tobacco products as part of consumer preference and/or the growth of tobacco as an economic commodity based on scientific inquiry and evidence-based information. The course will also introduce students to the transdisciplinary approach to investigating and solving public health problems and the life-course perspective for understanding the impact of health risk behaviors across the lifespan.

**Course rationale:**

This course provides an in-depth look at the history of tobacco smoking and its public health consequences in the United States and abroad. Students interested in careers in medicine, nursing, social work, psychology, education, maternal and child health, public health practice, pharmacy, chemistry, biology, sociology, political science and economics will benefit from a comprehensive world view of tobacco smoking as the primary culprit for the leading causes of death and disease.

**Course prerequisites**

Junior or Senior undergraduate in good academic standing or recommendation of advisor.

## Course objectives

- Introduce the concept of smoking as a public health phenomenon
- Introduce the importance of an historical perspective for present-day health risk and behavior
- Explain the life-course approach to understanding disease risk and health outcomes.
- Introduce social, cultural, economic, and political factors relevant to smoking in the US and abroad.
- Explain the scientific evidence for tobacco smoke as a carcinogen.
- Introduce health behavior theories and approaches that inform tobacco control.
- Discuss different perspectives of tobacco's utility in present day society.

## Student learning outcomes:

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

- explain the historic roots of tobacco in the United States
- explain the role of tobacco smoking as a public health problem
- compare and contrast different perspectives of tobacco as an agricultural commodity versus a public health menace.
- articulate the advantages of smoking bans
- explain the impact of tobacco advertising on targeted individuals and groups.
- contrast differences in tobacco smoking in the US and abroad.
- explain key barriers to eliminating tobacco as a part of a public health agenda
- identify the major players in the field of tobacco control including public health and industry
- imagine a world without tobacco products.

## Undergraduate Public Health Course Objectives

This course is grounded in the Association of School of Public Health's (ASPH) three recommended learning domains for students in undergraduate education. The "bold" text refers to undergraduate learning in CPH 441 (See end of document)

## Required Textbook

Eubanks, S Y. Glanz S A (2012). *Bad Acts: The Racketeering Case Against The Tobacco Industry* (PB). ISBN-10: 0875530176. **NOTE: Additional readings and web links will be posted on Blackboard.**

## Course requirements and learner evaluation

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

**Attendance:** Attendance will be taken each week and will constitute 10% of your final grade. Students are allowed **excused absences** (i.e., significant illness, death in the family, major religious holidays) during the semester according to the definitions outlined by **UK SR 5.2.4.2 Excused Absences**; I must receive notification by email or phone **PRIOR TO** the missed class session.

**Assignments:** Two web-based assignments will be given over the course of the semester based on the material covered in the course textbook, documents up-loaded to the Blackboard Content section for this class, and designated tobacco-related websites.

Assignments are due at the beginning of the class period. **Assignments will comprise 30% of your final grade.**

**Examinations:** A midterm exam (50 questions) will be given. This exam will require you to synthesize and apply information learned from class and the assigned readings. **The midterm exam will comprise 30% of the final grade.** A final exam (50 questions) will be given during the week of regularly scheduled undergraduate finals. This exam will be comprehensive. Like the midterm, the final will require you to synthesize and apply information learned from class and the assigned readings. **The final exam will comprise 30% of your final grade.**

**Midterm Grade:** The midterm grade will consist of your attendance through week 7, Web Assignment #1, and the midterm exam grade.

**Grading:** Grades will be assigned according to the following scale:

100-90=A  
89-80=B  
79-70=C  
69-60=D  
0-59=E

### **Instructor expectations**

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to actively participate in the discussions. 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 UK Writing Center is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
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 interactively engage via Blackboard with the other students and the instructor.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. 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!
9. 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.
10. If group work is assigned, each team must explain the involvement of each member in the project and/or actually assess the contribution of each other to the final product.

### **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.

### **Statement on Plagiarism**

The faculty of the Department of Health Behavior and the College of Public Health will enforce and administer rules concerning plagiarism as set forth in *Student Rights and Responsibilities*.

**“Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source.** Most plagiarism is willful, a sort of theft. It is possible to plagiarize unintentionally, though, by being careless or hurried, omitting quotation marks or slipping into the words or ideas of others through inattention or simply for convenience. Whether you meant it or not, you can be found guilty of plagiarism whenever other people’s language gets used without proper citation in your text. At this and most other universities, plagiarism is regarded as intellectual theft; faculty will rarely bother to determine whether you stole words on purpose or walked out of the shop having forgotten to pay.”

<http://www.uky.edu/Ombud/Plagiarism.pdf>

#### **6.3.1 PLAGIARISM**

***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...***

***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 acknowledgment of the fact, the students are guilty of plagiarism.***

***Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.***

### **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](mailto: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](http://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**

Announcements regarding the cancellation of classes, closure of offices, or delay of classes and offices opening will normally be made by 6 a.m. through the local media. The most up-to-date and complete information can be obtained from UK Infoline at (859) 257-5684, UK TV Cable Channel 16, or the UK Website at [www.uky.edu](http://www.uky.edu). UK has a detailed policy for decisions to close in inclement weather: [http://www.uky.edu/PR/News/severe\\_weather.htm](http://www.uky.edu/PR/News/severe_weather.htm).

### **Late work policy**

Assignments that are not turned in by the assigned due date/time will be considered late. Late coursework will have 5 points deducted. If the assignment is not turned in prior to the next class meeting after assignment was scheduled to be handed in the student will receive "0" credit for the assignment. Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

### **Excused absences policy**

Attendance, excused absences and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombud Services as found at [www.uky.edu/Ombud/policies.php](http://www.uky.edu/Ombud/policies.php). Students are allowed **excused absences** (i.e., significant illness, death in the family, major religious holidays) during the semester according to the definitions outlined by **UK SR 5.2.4.2 Excused Absences**; I must receive notification by email or phone **PRIOR TO** the missed class session. Unexcused absences; students who miss more than two classes, without the documentation described above will receive a maximum of 5% for the attendance grade. I strongly encourage you to attend every class when possible and make an appointment to see me if unavoidable problems arise during the semester.

### **Important University Resources**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the **UK Disability Resource Center**, Room 2, Alumni Gym, 257-2754. <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

The **UK Violence Intervention and Prevention (VIP) Center** provides advocacy services to women survivors of violence in the UK community. The VIP Center can provide assistance in accessing and navigating services, resources, and referrals both on and off campus. Services include: academic advocacy, medical advocacy, counseling, financial advocacy, referral advocacy, and other practical needs that a student may request. 106 Frazee Hall, 257-3574 or 257-3564. <http://www.uky.edu/StudentAffairs/VIPCenter/index.html#>

The **UK Writing Center** assists University of Kentucky students, faculty, and staff with the process of writing. Staffed by English graduate students, full-time instructors, part-time consultants, and undergraduate peer tutors, the Center offers free individual and group consultations on prewriting, writing, and rewriting. WT Young Library, Thomas D. Clark Study, 5<sup>th</sup> Floor, West Wing, 257-1368. <http://www.uky.edu/AS/English/wc/>

**UK's Division of Instructional Communication Multimodal Communication Consulting Center (MC3).** The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. The service is free to all students, faculty and staff. <http://cis.uky.edu/icd/mc3>

**SAFECATS.** SAFECATS (Safe and Free Escort for Campus Area Traveling Students) is a safety escort service available to UK students Sunday-Thursday from 8:30 PM to 1:30 AM. Students can arrange a free safety escort by calling 859-257-SAFE (7233).

***Provisionality:*** I reserve the right to clarify or amend these policies, in which case I will document the clarification or amendment by distributing an addendum to this document.

**Course schedule and topics** (subject to change)

Day	Topic	Reading Assignments**
Week 1	<i>Public Health and Tobacco Smoking:</i> <b>Tues:</b> Domestic and Global Challenges <b>Thurs:</b> US Adult and Youth Smoking	TBD
Week 2	<i>Social and Cultural Norms and Tobacco Smoking:</i> <b>Tues:</b> Historic to Present Day <b>Thurs:</b> DVD's and Smoking in the Movies	Film Noir, Smoking in the Movies, and Chapters 1 and 2 in Required Textbook
Week 3	<i>Surgeon General's Report on the Health Consequences of Smoking-1963</i> <b>Tues:</b> What's in a cigarette? <b>Thurs:</b> Smoking Toxicology Discussion	Web-based resources- Chapters 3 and 4 in Required Textbook, CDC, NCI Home Pages. Specific links will be provided via Blackboard communication
Week 4	<i>Tobacco Industry Influence and the Public Health Response:</i> <b>Tues:</b> The Industry <b>Thurs:</b> Web-Research/Group Discussion	Textbook Chapters 5 and 5, Web-based resources will be identified via Blackboard communication.
Week 5	<i>Smoking as a Public Health Issue: Focus on Teen Smoking</i> <b>Tues:</b> Adolescent Smoking <b>Thurs:</b> Discussing the Truth Campaign <sup>®</sup>	Textbook Chapters 7 and 8, American Legacy.com for sites' web-based resources
Week 6	<i>Health Promotion Campaigns and Tobacco Smoking</i> <b>Tues:</b> Public Health Campaigns <b>Thurs:</b> Group Discussion (Will assign groups based on course roll)	Websites-Assignment #1 Due on Thursday.

Week 7	<p><i>Smoking as a Public Health Issue: Focus on Vulnerable Populations</i></p> <p><b>Tues:</b> Smoking and Priority Populations  <b>Thurs:</b> Group Discussion (Will assign groups based on course roll)</p>	TBD
<b>Week 8</b>	<p><b><i>Tues: Topical Issues Review</i></b>  <b><i>Thurs: MIDTERM EXAM – During regularly scheduled class period.</i></b></p>	
Week 9	<p><i>Smoking as a risk factor for leading causes of death and disease.</i></p> <p><b>Tues:</b> Multiple Risk Factors  <b>Thurs:</b> Public Health &amp; Tobacco Websites-Resources</p>	NCI, ACS, SGK, TReND, UKCE-Websites, NCI Monograph on “A Socio-ecological Approach toward Understanding Tobacco Related Disparities”
Week 10	<p><i>Tobacco Growing as an Agricultural Industry</i></p> <p><b>Tues:</b> Lecture-Tobacco Farmers  <b>Thurs:</b> Panel Discussion (With University Experts)</p> <p><b><i>Guest Lecturer: Dr. Jimmy Henning-UK Cooperative Extension Service</i></b></p>	TBD
Week 11	<p><i>Smoking in Many Forms:</i></p> <p><b>Tues:</b> Alcohol Tobacco and other Drugs (ATOD's)  <b>Thurs:</b> Group Break-out Discussion (Vignettes)-Groups assigned based on course roll)</p>	TBD
Week 12	<p><i>Health Impact of Smoking Bans</i></p> <p><b>Tues:</b> Smoking Bans in Kentucky  <b>Thurs:</b> Smoke-Free Campus</p> <p><b><i>Guest Lecturer: Dr. Ellen Hahn</i></b></p>	TBD Assignment #2 due Thursday.
Week 13	<p><i>Second and Third Hand Smoke</i></p> <p><b><i>Tues: Laws and Legalities</i></b>  <b><i>Thurs: Public and Employee Rights</i></b></p>	TBD
Week 14	<p><i>Hollywood Takes on Tobacco</i></p> <p><b><i>Tues: Film clips from M.Moore's : Mind if I Smoke?:</i></b>  <b><i>Thurs: Break-Out Group Discussion and Reports</i></b></p>	TBD
Week 15	<p><i>Position on Smoking</i></p> <p><b><i>Tues: Summary of Smoking's Toll on Health</i></b>  <b><i>Thurs: Break-Out: Has my position on smoking changed?</i></b></p>	Further resources identified and sent to students via Blackboard communication.
Week 16	<p><i>Course Review and Final Exam</i></p> <p><b><i>Final Examination will be held during the Common Hour Examination Period posted in the Course Bulletin.</i></b></p>	

**\*\* Additional Reading Assignments may be given as appropriate.**

**DOMAIN 1: KNOWLEDGE OF HUMAN CULTURES AND THE  
PHYSICAL AND NATURAL WORLD AS IT RELATES TO  
INDIVIDUAL AND POPULATION HEALTH**

**Through study in the sciences and mathematics, social sciences,  
humanities, histories, languages, and the arts**

***Focused by engagement with big questions, both contemporary and enduring***

**As educated members of society, all undergraduates should be able to...**

- 1.1 Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.**
- 1.2 Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.**
- 1.3 Describe the reciprocal relationships among literature, the arts, and public health.**
- 1.4 List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.**
- 1.5 Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health.
- 1.6 Discuss major local, national, and global health challenges.
- 1.7 Explain how the organizational structure, financing, and delivery of personal health care and public health services impact population health.
- 1.8 Explain the influence that science and technology have on individual and population health.
- 1.9 Outline approaches for assessing and controlling environmental hazards that affect community health.
- 1.10 Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices.
- 1.11 Appreciate the role of community collaborations in promoting population health.
- 1.12 Recognize the importance of key events and milestones in the history and**

**development of the field of public health.**

**1.13 Value the relationship between human rights and health.**

## **DOMAIN 2: INTELLECTUAL AND PRACTICAL SKILLS**

**Inquiry and analysis  
Critical and creative thinking  
Written and oral communication  
Quantitative literacy  
Information literacy  
Teamwork and problem solving**

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

**As educated members of society, all undergraduates should be able to...**

- 2.1 Describe how the methods of epidemiology and surveillance are used to safeguard the population's health.**
- 2.2 Identify scientific data, including tools of informatics, and other information for assessing the well-being of a community.**
- 2.3 Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
- 2.4 Communicate health information to a wide range of audiences through an array of media.
- 2.5 Conduct a literature search on a health issue using a variety of academic and public resources.**
- 2.6 Engage in collaborative and interdisciplinary approaches and teamwork for improving population health.
- 2.7 Analyze alternative viewpoints regarding a health topic.
- 2.8 Assess the source and quality of health information and data, as related to individual and community health.
- 2.9 Appreciate the multiple determinants of health.**
- 2.10 Recognize the impact of policies, laws, and legislation on both individual and population health.**

## DOMAIN 3: PERSONAL AND SOCIAL RESPONSIBILITY

Civic knowledge and engagement—local and global  
Intercultural knowledge and competence  
Ethical reasoning and action  
Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities  
and real-world challenges*

**As educated members of society, all undergraduates should be able to...**

- 3.1 Identify stakeholders who influence health programs and interventions.
- 3.2 Discuss the role of community engagement in promoting population health and social justice.
- 3.3 Outline individual and community preparedness considerations regarding health emergencies and public disasters.
- 3.4 Collaborate with others from diverse backgrounds in addressing health disparities and inequities.
- 3.5 Participate in the political process to improve health, social justice, and equity.
- 3.6 Analyze ethical concerns and conflicts of interest that arise in the field of public health.**
- 3.7 Examine the fundamental right to health and health services.
- 3.8 Advocate for evidence-based social changes that improve the health of individuals and communities.**
- 3.9 Champion the role of prevention in promoting a healthy community.
- 3.10 Endorse lifestyle behaviors that promote individual and population health and well-being.
- 3.11 Value multicultural perspectives and sensitivities on health.