

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 9/25/2014

1b. Department/Division: Department Of Health Behaviors

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Corrine Williams

Email: cmwi222@uky.edu

Phone: 257-8108

1d. Requested Effective Date: Semester following approval

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

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OCT 24 2014

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 640

2c. Full Title: Women's Health

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 will cover a variety of women's health topics including substance abuse, violence against women, nutrition, chronic diseases, reproductive and sexual health, and menopause. The course content will also emphasize the social, economic, environmental, behavioral, and political factors associated with women's health. We will address these content areas using a lifecourse perspective. The epidemiology, measurement and interpretation of these factors, and how these factors can be translated into interventions, programs, and policy, will be of major interest. Our focus will be primarily within the United States though we will touch on some aspects of global health.

2k. Prerequisites, if any: Enrollment in the MPH program or permission of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: 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?: 20

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: Students from nursing, health communications, and social work have expressed interest in the class.

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

If No, explain:

9. Course Relationship to Program(s).

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

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: No

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 640 NEW College Review]20140925

SIGNATURE[ZNNIKO0]Roshan N Nikou[CPH 640 NEW Graduate Council Review]20141024

Courses **Request Tracking**

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	3756	CPH 640 Women's Health 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 ¹
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ 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

If Other, Please explain:
- 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 cover a variety of women's health topics including substance abuse, violence against women, nutrition, chronic diseases, reproductive and sexual health, and menopause. The course content will also emphasize the social, economic, environmental, behavioral, and political factors associated with women's health. We will address these content areas using a lifecourse perspective. The epidemiology, measurement and interpretation of these factors, and how these factors can be translated into interventions, programs, and policy, will be of major interest. Our focus will be primarily within the United States though we will touch on some aspects of global health.

k. Prerequisites, if any:

Enrollment in the MPH program or permission of instructor.

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:

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? 20

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:

Students from nursing, health communications, and social work have expressed interest in the class.

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 ²for 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) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

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

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

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus
CPH 640 Section 001 Women's Health
Fall 2014**

**Location: College of Public Health Room 202
Meeting Day/Time: Thursday 3:00-5:30 pm**

Contact information

Instructor: Dr. Corrine Williams
Bowman Hall, Room 353

Telephone: 859-257-8108

E-mail: corrine.williams@uky.edu (preferred method of contact)

Office Hours: Tuesday, 3:00-4:30 pm or by appointment (please email to schedule)

Course description

This course will cover a variety of women's health topics including substance abuse, violence against women, nutrition, chronic diseases, reproductive and sexual health, and menopause. The course content will also emphasize the social, economic, environmental, behavioral, and political factors associated with women's health. We will address these content areas using a lifecourse perspective. The epidemiology, measurement and interpretation of these factors, and how these factors can be translated into interventions, programs, and policy, will be of major interest. Our focus will be primarily within the United States though we will touch on some aspects of global health.

This course counts towards Health Behavior, Epidemiology, and the Maternal and Child Health Certificate.

Course rationale:

This course provides an in-depth look at several components of women's health. Given ongoing health disparities in women's health, this course provides a foundation in examining a variety of health issues and possible interventions. Related, students will become familiar with a variety of data sources, which can be used to justify the development of interventions and other programmatic activities.

Course prerequisites

Enrollment in the MPH program or permission of instructor.

Course objectives

Upon completion of this course, students will be able to do the following:

1. Integrate the basic principles of health behavior and epidemiology with the study of women's health to describe common health issues of women across the life cycle.
2. Understand some of the factors of race, ethnicity, class, education, age, and income on health status and health care in women.
3. Understand how data collection and measurement problems can affect the validity of some women's health indicators.
4. Understand the value and limitations of various tools that are used to measure and monitor women's health.

Public Health Competencies for CPH640

This course contributes to the following MPH curriculum competencies:

1. Assess population-based health problems from the perspective of multiple public health science disciplines.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify key sources of data for epidemiologic purposes.
4. Demonstrate proficiency in knowledge and critical reasoning needed for health promotion research and practice, and describe ecological approaches of public health behavior problems and programs.

Student learning outcomes:

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

- Describe the most common women's health issues
- Articulate key factors that lead to disparities in women's health
- Interpret and discuss key aspects of scientific articles
- Identify different forms of scientific bias
- Explain how different surveillance systems are used to understand changes in women's health over time

Textbooks and Other Materials

Title: New Dimensions in Women's Health

Author: Alexander

Edition: 6th

Copyright Year: 2013

Publisher: Jones & Bartlett Publishers, Incorporated

Additional articles may be assigned based on classroom discussions; this information will be distributed via Blackboard at least one week prior to the relevant lecture.

Course requirements and learner evaluation

The course is an overview course of a broad topic area, and some topics will not be covered in depth and some topics may not be covered at all. Given the variety of backgrounds and interests in the course, these writing assignments are intended to encourage students to examine topics that are of particular interest. Outside references are expected for Paper #2 and Paper #3, and must be cited appropriately. All course assignments will be submitted via Blackboard.

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

1.	Class participation/attendance	10%
2.	Reflection papers	10%
3.	Paper #1	15%
4.	Presentation	10%
5.	Paper #2	25%
6.	Final Project	30%

Course grades will be based on a percentage system with the following letter-grade equivalents:

90-100%	= A
80-89%	= B
70-79%	= C
<69 %	= Not passed

Attendance: Attendance will be taken each week and will constitute 10 percentage points of your final grade.

Reflection Comments (12 total): Each week, beginning September 2nd, as indicated on the lecture list below, you will be expected to submit a brief response (2-3 sentences) to the following questions:

- 1) What is something in the reading that surprised you (perhaps something you didn't know before)?
- 2) What is something that you wished the reading had covered or talked about? In other words, what is an unanswered question you still have about the topic?

Complete sentences and proper grammar are expected; outside references are not. Each paper will be due on Tuesdays by midnight as indicated below in order to allow me to read everyone's papers before class. I may comment on something written in a reflection paper during class, though I will NOT identify the author. If you write something that you do not want me to mention in class at all, please indicate this! These will be graded simply as complete or not.

Paper #1: Due: October 16, by midnight. Length: 3 pages, double-spaced.

Select one journal article on a women's health topic from a peer-reviewed journal (such as American Journal of Public Health, Journal of Women's Health, Maternal and Child Health Journal) to review. The article can be on any topic, but must present results from a scientific study (no systematic reviews or editorials). One week before your presentation, please email me the full text (preferably as a PDF), as this will be circulated to all students in advance of the presentations.

The paper should include a brief summary of the article, including major findings and the public health importance of these findings and a critique of its strengths and weaknesses (such as

methodology, findings, or conclusions). For example, are the conclusions justified based on the results presented in the article? In particular, please note if anything that appeared in the full text made you rethink the abstract.

Corresponding Presentation: Students should prepare a verbal summary of the article in no more than 5 minutes to present in class on their assigned day, which will be followed by some group discussion (no PowerPoint required).

Paper #2: Due: December 4, by midnight. Length: 6-8 pages, double-spaced.

Select a topic in women's health, such as an outcome or exposure in women's health (e.g., a specific STI, bone health, a specific chronic disease, morbidity associated with accidents, a specific substance of abuse) and describe the magnitude of the health condition/exposure. Your paper should focus on an overview of racial/ethnic and socioeconomic disparities; how the patterns of the outcome/exposure may or may not have changed over time, risk factors and consequences of the outcome/exposure, and any current research controversies: what is known? What is not known? What are the most salient research questions? Students are expected to examine peer reviewed literature to identify the current issues related to this outcome and refer to specific articles in their summary of research issues.

Final Project: Due: December 18, by 5:00 pm.

Create a women's health brochure (front and back). This brochure should be targeted to women, and should cover more than one health topic from the class. Please see NIH brochure as an example. Key information about women's health topics, statistics, and possible interventions should be included.

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 Writing Laboratory 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 to share in the responsibility for making this course an enjoyable and beneficial learning experience.
7. 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!

Classroom Behavior Policies

Students must turn off all pagers, cell phones, etc. in the absence of a compelling need to keep them on during class (in which case it must be switched to "vibrate" or a similar type of silent notification). Please use laptops sparingly in class for immediate needs only. We will take a 10-minute break during each class, which should provide you with time needed to communicate with others.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Religious Observances

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

Group work/student collaboration/other academic integrity issues:

This course has no group assignments. Therefore, 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.

As graduate students, you may have developed a specific area of interest related to women's health. While you may have already completed assignments for other courses that are related, it is expected that you complete the assignments for this course and comply with the directions as indicated in this syllabus. Failure to do so will result in a lowering of your grade commensurate with the lack of compliance with my instructions. If you have any questions about what is expected of you, please schedule a time to meet with me **BEFORE** you submit your assignments.

Inclement weather

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

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.

Late work policy

Late work can be submitted but the final grade will be lowered by 5 points for each 7 days the assignment is late, unless an alternate due date has been previously agreed to in writing by the instructor.

Course schedule and topics

Date	Topic	Chapter
Aug 28	Class overview; Brief introduction to women's health	1
Sept 4	Health Promotion and Disease Prevention Reflection comments due – 9/2	3
Sept 11	Sexual Health Reflection comments due – 9/9	4
Sept 18	Documentary: World Birth Day	
Sept 25	Reproductive Health Reflection comments due – 9/23	5
Oct 2	Pregnancy and Childbirth Reflection comments due – 9/30	6
Oct 9	Reproductive Tract Infections and HIV/AIDS Reflection comments due – 10/7	7
Oct 16	Student presentations Reproductive Health Catch-Up Paper #1 Due	
Oct 23	Menopause and Hormone Replacement Therapy Reflection comments due – 10/21	8
Oct 30	Mental Health Reflection comments due – 10/28	12
Nov 6	Substance Abuse Reflection comments due – 11/4	13
Nov 13	Violence, Abuse, and Harassment Reflection comments due – 11/11	14
Nov 20	Nutrition, Exercise, and Weight Management Reflection comments due – 11/18	9
Dec 4	Cardiovascular Disease and Cancer Reflection comments due – 12/2 Paper #2 due	10
Dec 11	Other Chronic Diseases; Wrap-Up Reflection comments due – 12/9	11
Dec 18	Final Project Due by 5 PM – No exceptions	