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: Kate Eddens

   Email: kate.eddens@uky.edu

   Phone: 218-0111

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 672

2c. Full Title: Evidenced-based Public Health Planning &Practice

2d. Transcript Title: Evidence-based PH Planning &Practice

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 the student with knowledge and skills in evidence-based public health: applying scientific reasoning, systematic use of data and information systems, and appropriate behavioral science theory to the development, implementation, and evaluation of effective programs and policies in public health. The course will emphasize online data, tools, and other resources that support the evidence-based decision making process.

2k. Prerequisites, if any: CPH 604 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: Spring,

   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?: 30

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: While this course is specifically designed for HB concentrators in the MPH program, other students within the College of Public Health, including MPH students concentrating in other areas as well as doctoral students, may be interested in this course. Similarly, UK students in disciplines such as medicine, dentistry, pharmacy, nursing, health sciences, social work, etc. may also be interested in this course.

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
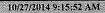
   If YES, name the proposed new program:

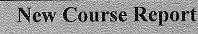   b. Will this course be a new requirement for ANY program?:   No

   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: 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 672 NEW College Review|20140925

SIGNATURE|ZNNIKO0|Roshan N Nikou|CPH 672 NEW Graduate Council Review|20141024

Courses	Request Tracking

New Course Form

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

<u>Open in full window to print or save</u>

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Attachments:

Browse...		Upload File

	ID	Attachment
Delete	3757	CPH 672 Evidence-based Public Health Planning and

First | 1 | Last

Select saved project to retrieve...   Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: PUBLIC HEALTH ▼   Submission Date: 9/25/2014

   b. * Department/Division: Department Of Health Behaviors ▼

   c.
   * Contact Person Name: Andrea Perkins   Email: andrea.perkins@uky.edu Phone: 218-2021
   * Responsible Faculty ID (if different from Contact) Kate Eddens   Email: kate.eddens@uky.edu   Phone: 218-0111

   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: CPH 672

   c. * Full Title: Evidenced-based Public Health Planning & Practice

   d. Transcript Title (if full title is more than 40 characters): Evidence-based PH Planning & Practice

   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 hours[3] for each meeting pattern type.

45	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other		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: 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 provides the student with knowledge and skills in evidence-based public health: applying scientific reasoning, systematic use of data and information systems, and appropriate behavioral science theory to the development, implementation, and evaluation of effective programs and policies in public health. The course will emphasize online data, tools, and other resources that support the evidence-based decision making process.

k. Prerequisites, if any:

CPH 604 or permission of instructor

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? 30

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:

      While this course is specifically designed for HB concentrators in the MPH program, other students within the College of Public Health, including MPH students concentrating in other areas as well as doctoral students, may

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 [5] for ANY program?   ○ Yes ◉ No

      If YES [5], 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) identi 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.

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[11] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[12] 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 672-001: Evidence-based Public Health Planning and Practice
Spring 2015

College of Public Health Building, Room xxx; Tuesdays 9:00-11:30 AM

Contact information

Instructor(s):	Katherine Eddens, PhD, MPH
	Assistant Professor, Department of Health Behavior
	University of Kentucky College of Public Health
	151 Washington Avenue
	352 Bowman Hall
	Lexington, KY 40506
Telephone:	859-218-0111
E-mail:	kate.eddens@uky.edu [preferred method of contact]
Office Hours:	Tuesdays, 3:00pm – 4:30pm or by Appointment

Instructor:	Julie Jacobs, MPH
	Research Coordinator
	National Coordinating Center
	Public Health Services and Systems Research
	Public Health Practice-Based Research Networks
	University of Kentucky College of Public Health
	111 Washington Avenue
	Room 203A
	Lexington, KY 40536
Telephone:	859-218-2018
E-mail:	Julie.jacobs@uky.edu [preferred method of contact]
Office Hours:	Mondays, 10:00am-11:30am or by Appointment

Course description

This course provides the student with knowledge and skills in evidence-based public health: applying scientific reasoning, systematic use of data and information systems, and appropriate behavioral science theory to the development, implementation, and evaluation of effective programs and policies in public health. The course will emphasize online data, tools, and other resources that support the evidence-based decision making process.

Course rationale:

Using lectures, active student participation, and small-group exercises, this course will provide a foundation of public health program development, implementation and evaluation essential for practitioners in health behavior. Students will become competent in assessing health problems in a community, using evidence and ethics to inform decisions and propose potential solutions to public health problems, develop and prioritize programs and policies, implement, and evaluate interventions.

1

Course prerequisites

CPH 604 or permission of instructors.

Course Objectives/Student Learning Outcomes and related UKCPH Competencies

A course such as CPH 672 covers multiple discipline-specific and interdisciplinary/cross-cutting competencies as defined by the Association of Schools and Programs of Public Health (ASPPH).

UKCPH Competencies	Course Objectives/Student Learning Outcomes At the end of the course, students will be able to...
The Core Competencies this course will cover include: A. Assess population-based health problems from the perspective of multiple public health science disciplines. B. Propose potential solutions to public health problems based on an understanding of systems theory, essential services, and social, behavioral, environmental, and biological factors that contribute to the problem. C. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. D. Identify the causes of social and behavioral factors that affect health of individuals and populations. E. Identify key sources of data for epidemiologic purposes. Cross-cutting competencies include: A. Organize and deliver effective written and verbal communications about public health activities using appropriate communication strategies to professionals, labor, industry, the general public and the media. B. Use evidence based principles and scientific knowledge effectively when involved in evaluation and decision-making in public health. C. Manage potential conflicts of interest encountered by practitioners, researchers, and organizations.	• Understand basic principles of community needs assessment • Identify key sources of data for assessing the needs and assets of the population/community of interest • Measure and characterize disease frequency in the defined population using principles of descriptive epidemiology and surveillance • Identify key sources of epidemiologic surveillance data • Demonstrate systematic approaches to defining a public health problem • Search and summarize systematic reviews, scientific literature, or other sources about public health problem • Demonstrate methods for assembling and selecting program or policy options using evidence • Understand key terms in economic analysis • Use economic evaluation studies to justify, prioritize, and implement prevention and treatment strategies • Communicate public health problems and proposed programs/policies to decision-makers

D. Apply ethical principles to public health program planning, implementation and evaluation.

Competencies specific to the Health Behavior concentration include:

A. Utilize a basic planning framework (Precede Proceed) and demonstrate proficiency in applying this to theories, concepts and models used for intervention at the individual-level, the community-level, and the societal-level.
B. Utilize qualitative and quantitative methods to identify disparate health outcomes and develop culturally relevant strategies for preventing and/or eliminating them.
C. Demonstrate proficiency in knowledge and critical reasoning needed for health promotion research and practice, and describe the "nested nature" of public health behavior problems and programs.
D. Assess the effectiveness of an existing program through the application of evidence-based approaches as they pertain to the development and evaluation of social and behavioral science interventions.

- Demonstrate use of logic models to develop an action plan and implement intervention

- Demonstrate application of an intervention mapping model to program development

- Understand core concepts of program adoption, implementation, adaptation, and sustainability

- Select theory-informed, evidence-based intervention methods

- Understand how to design program/policy evaluations

- Understand the concepts of measurement validity and reliability.

- Understand the contributions of qualitative and quantitative data to the evidence-based process

Textbooks and Other Materials

Brownson RC, Baker EA, Leet TL, Gillespie KN, True WR. *Evidence-Based Public Health. Second Edition.* New York: Oxford University Press; 2011.

Evidence-Based Behavioral-Practice Training Portal.
www.ebbp.org/training.html

Additional readings may be assigned as appropriate.

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. We must receive notification by email or phone PRIOR TO the missed class session.

In-class exercises: Nearly every course meeting will include a small-group activity in which students will practice components (e.g., accessing surveillance data, creating evaluation measures) of the material presented in that lecture. **In-class exercises will comprise 10% of the final grade.**

Out-of-class assignments: Students will form groups of 2-4 individuals. Each group will select a topic (e.g., smoking, physical activity, breast cancer) and will define a community for which they will conduct an evidence-based process to create a program or policy that addresses the public health problem. Assignments may include: summarizing existing surveillance data, developing a community assessment plan, summarizing the evidence based on scientific literature, creating an issue or policy brief targeted to decision-makers, and developing logic plans and evaluation plans. **Out-of-class assignments will comprise 40% of the final grade.**

Final presentation: Each group of students will make a 20-30 minute presentation on their public health topic that synthesizes their work from the previously mentioned out-of-class assignments. This presentation will describe the public health problem and the program or policy that they propose to address the issue, explaining the steps of the evidence-based process that were used in developing, implementing, and evaluating the program/policy. Anonymous peer evaluation of group members will be a part of presentation grading. **This presentation will comprise 40% of the final grade.**

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

Percent of all possible points	Letter grade
90 - 100	A
80 - 89	B
70 - 79	C
69 or less	E

Instructor expectations

1. We 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. We expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. We expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
4. We 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. We expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. We 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!
8. We 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.
9. For group work, 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 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.

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.

Late work policy
Assignments that are not turned in by the assigned due date/time will be considered late. Late coursework will have points deducted according to how late it was turned in and the significance of 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
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Course schedule and topics *(Subject to Change)*

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.*

Day	Topic	Assignments**
January 20	**Introduction to key concepts** *An overview of basic EBPH principles; discussion of barriers to and misconceptions of EBPH*	Brownson, Chapter 1 Ebbp.org, EBBP Process, "Practice with a Community"
January 27	**Quantitative and qualitative data for community assessments (Part I)** *Understanding community capacity, priorities & resources; identifying sources of epidemiologic surveillance data; collecting primary data*	Brownson, Chapter 4
February 3	**Quantitative and qualitative data for community assessments (Part II)**	Brownson, Chapter 6 **DUE: Summary of surveillance data**
February 10	**Searching and summarizing the scientific literature** *Systematic reviews, evidence-based guidelines, peer-reviewed articles, grey literature*	Brownson, Chapter 7 **DUE: Community assessment plan**
February 17	**Economic evaluation** *Key terms and sources of economic evaluation*	Brownson, pgs 73-84
February 24	**Prioritizing program/policy options & communicating with decision-makers** *Group decision-making processes; best practices for communicating with decision-makers*	NACCHO handout **DUE: Summary of evidence**
March 3	**Theory-based intervention methods and practical applications**	
March 10	**Developing an action plan and implementing interventions (Part I)** *Planning program adoption, implementation, and sustainability; establishing objectives and creating logic models*	Brownson, Chapter 9 **DUE: Issue/policy brief**
March 17	**Spring Break – NO CLASS**	
March 26	**Developing an action plan and implementing interventions (Part II)**	
March 31	**Producing program components and materials** *Developing, pretesting and revising culturally relevant materials*	**DUE: Logic model**
April 7	**Evaluating the program or policy (Part I)**	Brownson, Chapter 10

	An overview of quantitative and qualitative evaluation designs	
April 14	**Evaluating the program or policy (Part II)**	**DUE: Evaluation plan**
April 21	***FINAL GROUP PRESENTATIONS***	
April 28	***FINAL GROUP PRESENTATIONS***	

** Additional Reading Assignments may be given as appropriate.