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OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 2/10/2016

Current Prefix and Number: HON - University Honors Program , HON 251 HONORS IN SOCIAL SCIENCES: (SR)

Other Course:

Proposed Prefix and Number: HON 251

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes.

Inquiry - Social Sciences

**1. General Information**

a. Submitted by the College of: UNDERGRADUATE EDUCATION

b. Department/Division: Honors Program

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Meg Marquis

Email: memarq0@email.uky.edu

Phone: 257-3619

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: HONORS IN SOCIAL SCIENCES: SUBTITLE REQUIRED

Proposed Title: HONORS IN SOCIAL SCIENCES: SUBTITLE REQUIRED

c. Current Transcript Title: HONORS IN SOCIAL SCIENCES: (SR)

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

2i. **Current Course Description for Bulletin:** The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, and structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society.

**Proposed Course Description for Bulletin:** The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, and structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society. May be repeated up to six hours under a different subtitle.

2j. **Current Prerequisites, if any:** Prereq: Membership in Honors

Proposed Prerequisites, if any: Prereq: Membership in Honors

2k. **Current Supplementary Teaching Component:**

Proposed Supplementary Teaching Component:

3. **Currently, is this course taught off campus?** No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. **Are significant changes in content/student learning outcomes of the course being proposed?** No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: 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|BCWITH2|Benjamin C Withers|HON 251 CHANGE College Review|20150908

SIGNATURE|DHELM0|Donald W Helme|HON 251 CHANGE UKCEC Expert Review|20151130

SIGNATURE|JMETT2|Joanie Ett-Mims|HON 251 CHANGE UKCEC Review|20151209

SIGNATURE|JMETT2|Joanie Ett-Mims|HON 251 CHANGE Undergrad Council Review|20151216

SIGNATURE|JEL224|Janie S Ellis|HON 251 CHANGE Senate Council Review|20160121

SIGNATURE|BCWITH2|Benjamin C Withers|HON 251 CHANGE Approval Returned to College|20160127

SIGNATURE|JEL224|Janie S Ellis|HON 251 CHANGE Senate Council Review|20160203

SIGNATURE|BCWITH2|Benjamin C Withers|HON 251 CHANGE Approval Returned to College|20160211

### Course Change Form

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

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

Generate R

**Attachments:**

ID	Attachment
Delete 5993	HON 251 syllabus.pdf
Delete 6011	UKCEC memo to SC.pdf

First 1 Last

Upload File

NOTE: Start form entry by choosing the Current Prefix and Number  
 (\*denotes required fields)

Current Prefix and Number:	HON - University Honors Program HON 251 HONORS IN SOCIAL SCIENCES: (SR)	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	HON 251
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exc 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which doe change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a cha course content or emphasis, or which is made necessary by the e or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? @ Yes @ No If YES, check the areas that apply: <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 checked="" type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a.	Submitted by the College of: UNDERGRADUATE EDUCATION		Submission Date: 2/10/2016
b.	Department/Division: Honors Program		
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes @ No    If YES, what college/department will offer the course instead? Select...		
e.*	* Contact Person Name: Meg Marquis    Email: memarq0@email.uky.edu    Phone: 257-3619 * Responsible Faculty ID (if different from Contact):    Email:    Phone:		
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval    OR    Specific Term: <sup>2</sup>	
<b>2. Designation and Description of Proposed Course.</b>			
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed change affect DL delivery.			
b.	Full Title:	HONORS IN SOCIAL SCIENCES: SUBTITLE REQUIRED	Proposed Title: * HONORS IN SOCIAL SCIENCES: SUBTITLE REQUIRED
c.	Current Transcript Title (if full title is more than 40 characters):	HONORS IN SOCIAL SCIENCES: (SR)	
c.	Proposed Transcript Title (if full title is more than 40 characters):		
d.	Current Cross-listing:	OR	

	<input type="checkbox"/> N/A	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):			
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):			
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>			
Current:	Lecture	Laboratory <sup>5</sup>	Recitation
			Discussion
			Indep. Stud
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other
			Please explain:
Proposed: *	Lecture	Laboratory <sup>5</sup>	Recitation
			Discussion
			Indep. Stud
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other
	3		Please explain:
<b>f. Current Grading System:</b>			
		ABC Letter Grade Scale	
Proposed Grading System:*			
<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:			3
Proposed number of credit hours:*			3
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?			<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES:	Maximum number of credit hours:		6
If YES:	Will this course allow multiple registrations during the same semester?		<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>i. Current Course Description for Bulletin:</b>			
The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, an structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society.			
* Proposed Course Description for Bulletin:			
The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, an structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society. May be repeated up to six hours under a different subtitle.			
<b>j. Current Prerequisites, if any:</b>			
Prereq: Membership in Honors			
* Proposed Prerequisites, if any:			
Prereq: Membership in Honors			
<b>k. Current Supplementary Teaching Component, if any:</b>			
<input checked="" type="radio"/> Community-Based Experience			

	<input type="radio"/> Service Learning <input type="radio"/> Both		
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change		
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
* <i>Proposed to be taught off campus?</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, enter the off campus address:			
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, explain and offer brief rationale:			
5. Course Relationship to Program(s).			
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, identify the depts. and/or pgms:			
b.* Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES <sup>2</sup> , list the program(s) here:			
6. Information to be Placed on Syllabus.			
a.	<input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you <i>must include the differentiation</i> between under graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally requires at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.



# The University of Kentucky Honors Program



*Honors in Social Sciences:*

*Understanding Disease and Health in Populations*

HON 251-002 Fall 2016

F 2:00 – 4:30 p.m.

Rm. 003—CRH

**Instructor:** F. Douglas Scutchfield, MD  
Peter P Bosomworth Professor of Health Services Research and Policy

**Office Address:** 111 Washington St, College of Public Health, Room 212  
**Office Phone:** 859.218.2094 Melody Hall, my Administrative Assistant  
**Office Hours:** By appointment with Mrs. Hall  
**Email:** [scutch@uky.edu](mailto:scutch@uky.edu)

**Teaching Assistant:** Elizabeth Harper, MPH

**Office Address:** 111 Washington St, College of Public Health, Room 212  
**Office Hours:** After Friday afternoon class or by appointment  
**Email:** [e.harper@uky.edu](mailto:e.harper@uky.edu)

**Course Description:**

The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, and structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society.

This course explores the determinants of health and disease in populations. It provides a history of traditional approaches to disease, measurements of health and explores the socio ecologic determinants of illness. This course will provide students with a framework to examine health disparities in the U.S. and abroad while introducing concepts of health policy.

**Prerequisites:** Membership in Honors (and a good attitude!)

**Student Learning Outcomes:**

The student will be able to describe and discuss the ancient history of medicine and how to measure and interpret common indicators of health and disease. These determinants of disease include: social class, social capital, risk factors for disease, the built environment and the role of social justice in health and disease. The student will be able to discuss the various components of the Affordable Care Act and understand its use as an example of health policy and analysis. At the conclusion of this course the student will be able to briefly comment on international comparisons of health and disease and how the U.S. ranks in disease incidence.

**Required Materials:**



Required books, websites, webinars, journal articles are listed with each session of the course. Also bring your laptop to class everyday if you have one!!

**Honors Program Pledge of Excellence:**

*As a member of the University of Kentucky Honors Program, I dedicate myself to intellectual inquiry, life-long learning, and critical thinking. I pledge to demonstrate personal and academic integrity both in and outside of the classroom. I pledge to always be willing to engage my peers in earnest and respectful discussion with an open mind.*

**Description of Course Activities and Assignments:**

Assignments	Percentage of Grade	Dates
Midterm	20%	10/18
Media Journal	10%	11/22
Final Paper	30%	12/6
Class Participation	20%	Every day!!
Homework	20%	*Written homework assignments for class, marked with an *

**Grading:**

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 E

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

**Final Paper:**

There will be a final paper required, a thesis on an issue in health and disease, it must be at least 10 pages, 11 font, 1 inch margin pages, with references (Please use the reference style of the Journal of the American Medical Association Style Guide). You are expected to present this paper in class, with a Power Point Presentation, no less than 15 slides and no more than 30, please.

Please provide me, no later than the week before the midterm a title and brief outline of your final paper and presentation. I expect the paper to be well written and contain no grammatical or spelling errors. I encourage you to grammar and spell check the paper before submission. It is due two weeks before the final. I will grade it on content, critical thought and analysis. You will lose points for grammatical and spelling errors. I will run it through a plagiarism computer program; you will receive a 0 grade on your paper if you have plagiarized. The easiest way to keep from doing that is to put the piece that you want to comment on in quotes and reference it, which saves you and me a great deal

of difficulty-to use another's work is not a sign of not knowing, but rather your work in ferreting out important points in the literature-thus reflects a positive, not a negative. It may be submitted as a word document to my email address no later than 5 PM the day it is due. Late submissions without an excused absence will result in a one grade loss, i.e., A to B if it is late. This paper will form the basis for your presentation in class. The presentations should be no more than 20 minutes with 10 minutes for questions. These presentations will be done in class and I will schedule them for the last weeks of class.

**Media Journal:**

The student is expected to keep a media journal, reading at least once a week an article in the contemporary media focused on health and disease and write a one-page reflection on that article.

There will be articles at least once a week in contemporary media, which consists of newspapers, blogs, web pages-CNN for example, on health and health related matters. I expect you to read at least one a week, included in a media journal and provide a one page commentary on this assignment. This will be graded both on the quality of submissions, don't miss a week, as well as the one page commentary on the media article. It is due the same date as the major paper and the same rules apply, word documents, late submission is penalized a letter grade. I may call on some of those in class to present your week's article and your reflection during the semester, so beware.

**Exams:**

Exams will be largely objective and short answer.

**Participation:**

The readings are substantial but this is an honors course, so I expect you to keep up with them, as the class participation around the readings is a vital part of the course. If you don't read the assignments, you won't have a quality participation in classroom activities and that will hurt your class participation grade. Both the quality and quantity of classroom participation will be judged in each session.

This course is intended to be a discussion course. It will be quickly apparent if you have not prepared by reading the materials and digesting them to the point that you can comment cogently on what you have read and your analysis of that material. I will be grading each session for each student based on quality and quantity of classroom participation in the discussion. I will have a few questions from the readings to begin or encourage discussion to get it going, as it were. There will be occasions when I will ask a guest lecturer to attend, they will add leavening to the class, and their presentations will be fair game for discussion. I expect that you will treat those guest lecturers and your professor with appropriate decorum.

**Classroom Conduct:**

Cell phones are to be turned off in class. NO EXCEPTIONS. If you are found using a cell phone, you will be dismissed from class and lose that days class participation points. This is a seminar, we are working together, I expect you to pay attention to your peers, and your professor and the occasional guest speaker I will ask to join us. Guest speakers are to be treated with respect and engaged as colleagues, you will get a great deal from their insights and experience. There will be times when your laptops/tablets may be useful or necessary in class, however, when we are in discussions, I expect you to close them.

## **University and Departmental Policies**

### **Submission of Assignments:**

No late work will be accepted without an excused absence (see policy below).

### **Attendance Policy and Excused Absences:**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **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.

### **Academic Accommodation 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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### **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.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 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.

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

**Calendar (All reading DUE for completion on date listed)**

## **Week 1: August 30**

### **Introduction:**

- Personal and course introductions
- Review syllabus and expectations
- Learning to learn, self-directed learning, teams
- Speaker: Robert Shapiro, Using the library and information resources
- What is health?

### **Reading:**

Some history: <http://classics.mit.edu/Hippocrates/airwatpl.mb.txt>

The WHO Constitution, pay particular attention to the definition of health.

<http://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf>

The WHO definition does it still fit? Huber M, Knottnerus JA, Green L, van der Horst H, Jadad AR, Kromhout D, Leonard B, Lorig K, Loureiro MI, van der Meer JW, Schnabel P, Smith R, van Weel C, Smid H. BMJ. 2011 Jul 26;343:

## **Week 2: September 6**

- Health and Disease: Here and Abroad
  - The class will be divided into four teams to review the material and lead the discussion of it. All of these can be found on the web, search and be prepared to answer the questions listed:
- **Team 1**

What is the National Center for Health Statistics? Review and describe their website. What surveys do they conduct? How might these be helpful in looking at disease? What are the most commonly used vital statistics, how are they calculated? How did the causes of death change from 1900 to 2000, why? What has happened to the leading causes of death in the last 25 years? Why?
- **Team 2**

What are QALYs and DALYs, why use them instead of mortality rates? What is Healthy People 2020? Describe it and the leading health indicators. What about Health People 2010, how did we do?

**Reading:** Healthy People 2010: objectives for the United States. Impressive, but unwieldy. Davis RM. BMJ. 2000 Mar 25;320(7238):818-9.

- **Team 3**

What are the WHO Millennium Development Goals, how are we doing?

What is the scoop on the international burden of disease, what are the problems in the OECD countries? <http://www.thelancet.com/themed/global-burden-of-disease>

- **Team 4**

Actual causes of death in the United States. McGinnis JM, Foege WH. JAMA. 1993 Nov 10;270(18):2207-12.

Actual causes of death in the United States, 2000. Mokdad AH, Marks JS, Stroup DF, Gerberding JL. JAMA. 2004 Mar 10;291(10):1238-45.

The immediate vs the important. McGinnis JM, Foege WH. JAMA. 2004 Mar 10;291(10):1263-4.

The State of US Health, 1990-2010: Burden of Diseases, Injuries, and Risk Factors US Burden of Disease Collaborators, Christopher J. L. Murray, MD, DPhil, Jerry Abraham, MPH, et al. JAMA. 2013;310(6):591

And Editorial: The State of Health in the United States Harvey V. Fineberg, MD, PhD. JAMA. 2013;310(6):585

### Week 3: September 13

What about local data? How can we use that? There will be four teams.

- Each team will pick one county in each of the following geographic areas; 1. Urban (be prepared to discuss different urban populations, inner city, etc) , 2. Rural underserved such as the delta of Mississippi or the Black Belt of Alabama, 3. Native American reservation, 4. Appalachia Kentucky. Discuss the health data obtained from these sites, as well as the sites themselves. Identify two problems in each county and share with your colleagues.
  - County Health Rankings
  - Community Health Status Indicators
  - America's Health Rankings
  - For Kentucky-Kentuckyhealthfacts.org
- Each team will also investigate and discuss what do we do about these problems following from the two problems identified to potential solutions?
  - Evidence-based public health: a fundamental concept for public health practice. Brownson RC, Fielding JE, Maylahn CM. Annu Rev Public Health. 2009;30:175-201.
  - The Guide to Clinical Preventive Services
    - <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0COC8QFjAA&url=http%3A%2F%2Fwww.ahrq.gov%2Fclinic%2Fpocketgd>

[1011%2Fpocketgd1011.pdf&ei=e4YKUqSuC5iq4AOqtYHoCg&usg=AFQjCNF5oTWL04ko4u8OwbnFQU BnNnHHg&sig2=gsIEbITYgSRsbB bPlxE8w&bvm=bv.50500085,d.dmg](#)

- The Guide to Community Preventive Services. [www.thecommunityguide.org](http://www.thecommunityguide.org)
- Roadmaps to Health, County Health Rankings [www.countyhealthrankings.org](http://www.countyhealthrankings.org)

#### **Week 4: September 20**

***\*\*Wednesday, September 18—Last Day to Drop a course without it appearing on one's transcript. \*\****

- **Socioecologic determinants of health. The following will be read by all:**
  - Woolf and Braverman chapter in Contemporary Topics in Public Health
  - [Countyhealthcalculator.org](http://Countyhealthcalculator.org)
  - Robert Wood Johnson Report of the Commission to Build a Health American and updates.
- **Teams of 2/3 will read and discuss each of these articles:**
  - Kriger, N. A Glossary for Social Epidemiology. Epi. Bull. 2002;23 7-11
  - Murray, et. Al. Eight Americas: new perspectives on US health disparities. AJPM 2005;29 (suppl) 4-10
  - Satcher, et. al. What if we were all equal? A comparison of Black-White Mortality Gaps in 1960 and 2000. Health Affairs 2005: 24(2): 459
  - Braverman, et al. Social Determinants of Health: coming of age. Ann Rev. Pub Health 2011; 32 381
  - Frieden T R. A Framework for Public Health Action: the health impact pyramid 2010 Am J Public Health.; 100(4):590-5
  - Woolf et al. Giving Everyone the Health of the Educated: An examination of whether social change would save more lives than medical advances. AJPH 2007, 97; 629
  - Woolf S and Braverman P. Where Health Disparities Begin: the role of social and economic determinants –and why current policies may make them worse. Health Affairs 2011; 30 (10) 1852

- **\*Please provide a brief PowerPoint presentation. Slides should summarize the purpose of the article, the methods, strengths/weaknesses, and 'take away' messages. Also provide a critique slide and pose a discussion question to the class.\***

#### **Week 5: September 27**

- The role of the built environment. Designing Healthy Communities. Richard Jackson. Josey Bass. First 3 chapters, one example and last 3 chapters.
- Each 5 person team will visit a neighborhood in Lexington, after reading the book. These will be arranged but are likely to include Chevy Chase, Aspendale, North Limestone and Gratz Park, with verbal reports of observations based on the Jackson book's assessment guide.

#### **Week 6: Oct 4**

##### **\*Discuss the investigation of your community and its assessment\***

- Speaker: Lindsey Guinten
- Rice Leach

#### **Week 7: October 11**

- Social Capital and Health. Robert Putnam. Bowling Alone, Chapters 1-9, 20,24
- Harpham et al. Measuring Social Capital Within Health Surveys: Key Issues Health Pol Plan 2002:17: 106
- Murayama H et al. Social Capital and Health: A review of prospective multilevel studies. J. Epidemiol 2012: 22 (3) 179

##### **\*How would you assess social capital based on census data, is there other data you can use? How can you build social capital in a community?\***

#### **Week 8: October 18**

Midterm.

#### **Week 9: October 25**

- Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets [Paperback] John P. Kretzmann, John L. McKnight



- **\*What were the community assets that you know about in your home town, did you find any in the Lexington communities you visited? Be prepared to present these assets based on the workbook\***
- Review Mid Term Exam

### **Week 10: October Nov 1**

- Putting it together: The Status Syndrome. Michael Marmot Owl Books, NY 2004
  - **\*Discussion, what policies and procedures, activities, governance, financial changes in the way we do things that you would recommend to improve the health of communities, list and defend.\***
- Speaker/reactor : Steve Kay, Lexington Urban Council representative

### **Week 11: November 8**

Paul Starr, The Social Transformation of American Medicine: The rise of a sovereign profession and the making of a vast industry

### **Week 12: November 15**

- **Policy and Policy Change in Health**
  - Health in All Policies
    - [http://naccho.org/toolbox/program.cfm?id=32&display\\_name=Environmental Health in All Policies \(HiAP\)](http://naccho.org/toolbox/program.cfm?id=32&display_name=Environmental Health in All Policies (HiAP))
    - <http://www.astho.org/Programs/HiAP>
  - National Prevention Council and National Prevention Strategy
    - <http://www.surgeongeneral.gov/initiatives/prevention/about/index.html>
    - Health Impact Assessment: [healthimpactproject.org](http://healthimpactproject.org)
  - Speaker: Jeff Levi, CEO of Trust for America's Health and Chair of the Prevention Advisory Committee t to the National Prevention Council

**Week 13: November 22**

- **Affordable Care Act**
  - William Dhiel , The ObamaCare Handbook: Understanding the Basics of the Patient Protection and Affordable Care Act of 2010 [Kindle Edition]
  - Kaiseredu.org Health insurance, Medicaid and SCHIP, Medicare, Health Reform presentations.

**\*What portions of ACA would you redo? How? If you oppose ACA, what is your alternative, be prepared to defend your recommendations.\***

**Week 14: November 29**

- Thanksgiving

**Week 15: December 6**

- Student Presentations

**Week 16: December 13**

- Last Day of Classes: Student Presentations

**Week 17: December 20**

**\*Discussion of Class\***

**Have a great break!!!!!!**