

RECEIVED

APR 30 2014

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/30/2014

1b. Department/Division: Interdisciplinary Programs

1c. Contact Person

Name: Deborah L. Crooks

Email: dlcrooks@uky.edu

Phone: 257-4654

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

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: HSP 499

2c. Full Title: Health, Society and Populations Capstone (Subtitle Required)

2d. Transcript Title: Health, Society & Populations

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

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 an integrative experience for HSP majors in their junior or senior year. The seminar format fosters integration of the program's interdisciplinary coursework, while providing the opportunity to focus on a particular area of interest within the topical theme of the seminar. Students will engage in a variety of activities designed to increase their understanding of the theoretical and methodological approaches that characterize the HSP perspective. They will then use this perspective to design or evaluate a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects.

2k. **Prerequisites, if any:** Junior or Senior standing in HSP, 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?:** 20-30

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: Students in Public Health may wish to enroll

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** Yes

If YES, name the proposed new program: Health, Society and Populations (HSP)

b. **Will this course be a new requirement for ANY program?:** Yes

If YES, list affected programs: Health, Society and Populations (HSP)

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|JMETT2|Joanie Ett-Mims|HSP 499 NEW Undergrad Council Review|20140430

SIGNATURE|RHANSON|Roxanna D Hanson|HSP 499 NEW College Review|20140430

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	3432	Email-HSP 499.pdf
Delete	3433	HSP 499.doc

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 ¹ 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 hours ³ for each meeting pattern type.

<input type="text"/>	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" value="3"/>	Seminar	<input type="text"/>	Studio
<input type="text"/>	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:

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 an integrative experience for HSP majors in their junior or senior year. The seminar format fosters integration of the program's interdisciplinary coursework, while providing the opportunity to focus on a particular area of interest within the topical theme of the seminar. Students will engage in a variety of activities designed to increase their understanding of the theoretical and methodological approaches that characterize the HSP perspective. They will then use this perspective to design or evaluate a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects.

k. Prerequisites, if any:

Junior or Senior standing in HSP, 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? 20-30

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:

Students in Public Health may wish to enroll

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:

Health, Society and Populations (HSP)

b. * Will this course be a new requirement ^E for ANY program? Yes No

If YES ^E, list affected programs:

Health, Society and Populations (HSP)

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 above) are attached.

^E Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
^G The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 6.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

From: Crooks, Deborah L
Sent: Wednesday, April 30, 2014 9:58 AM
To: Brothers, Sheila C; Hanson, Roxie; Ellis, Janie; Ett, Joanie M; Badger, Karen
Cc: Perry, Brea L; Crooks, Deborah L; Beattie, Ruth E
Subject: PPH 499-HSP 499

Dear all,

As you may remember, when A&S first submitted the new degree proposal for HSP (Health, Society and Populations), the program was named Population Health with a prefix of PPH. The proposal included a new course, PPH 499, Population Health Capstone and this was entered into e-cats. Following review of the proposal, and with the encouragement of the Undergraduate Council, the name of the program was changed and the prefix changed from PPH to HSP; this also required a change to the new course form for PPH 499. We have tried, and tried and can find no technological way to change the name and pre-fix for PPH 499 in e-cats. Roxie Hanson assisted me in uploading two memos to the e-cats form for PPH 499 that explained and justified the prefix and name-change, and also included a revised syllabus reflecting that change.

At this point, because the course name remains PPH 499 in e-cats, Sheila Brothers suggested that I submit a new course form for HSP 499 into the e-cats system, and include a copy of this message to you all explaining what has happened (upload it as a PDF in the documents section along with the syllabus), and I will do that. She also suggested that I let you all know this is what is happening. At some point, the old PPH 499 will need to be deleted, but I do not have the technological /administrative credentials (evidently) to do this.

Regards, Deb Crooks

Deborah L. Crooks, Ph.D.
Associate Professor, Anthropology

University of Kentucky
Department of Anthropology
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Lexington KY 40506-0024
859-257-4654
dlcrooks@uky.edu

HSP 499
Health, Society and Population Capstone: (Subtitle Required)
Subtitle: International Nutrition

Deborah L. Crooks, Ph.D.
Office: 101A Lafferty Hall
Phone: 257-4654
Preferred method of contact:
Email: dlcrooks@uky.edu

Class Time: TR 12:30-1:45
Location: TBA
Office Hours: T 2-3; R 10:45-11:45
Or by appointment

Course Description:

This course provides an integrative experience for HSP majors in their junior or senior year. The seminar format fosters integration of the program's interdisciplinary coursework, while providing the opportunity to focus on a particular area of interest within the topical theme of the seminar. Students will engage in a variety of activities designed to increase their understanding of the theoretical and methodological approaches that characterize the HSP perspective. They will then use this perspective to design or evaluate a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects.

Prerequisites: Junior or Senior standing in HSP; or consent of instructor.

Section Description:

In this section, students will address issues of international nutrition through the lens of child growth and nutritional status. Because the growth of children is strongly influenced by the quality of the environment in which a child is born and grows, it provides a "window onto society" through which we can view the health and well-being of the entire population. In this section, we will examine basic theories and concepts of child growth and development, including the genetics of growth and comparative patterns across populations. Taking a social science, population health perspective, we will investigate the many environmental factors that facilitate or constrain child growth and nutritional status, focusing especially on ways in which the social environment shapes access to resources necessary to population and individual well-being. We will explore these issues through readings, case histories, and in-class discussions of other material deemed relevant by students and the instructor.

Course Goals and Learning Outcomes:

This course provides a venue for students to integrate the various theoretical and methodological approaches encountered through their coursework into a social science, population health perspective and to apply that perspective to an important and current issue in health. By the end of the course, the successful student will be able to:

1. describe and predict the consequences of the social, cultural, behavioral and biological factors that shape child growth and nutritional status within and among populations at local, national and international scales;

2. compare and contrast theoretical and methodical approaches used by researchers of the health issue in the subtitled course, and integrate them into a population health framework;
3. critically examine, analyze and respond to a national or international project for improving health;
4. effectively communicate the findings of the above analysis to their peers in both writing and oral presentation formats.

Readings:

Readings will be available to students via PDFs posted to the Blackboard site or through e-journals. See course outline.

Assignments:

1. **Reading Response and Class Discussion.** This class will operate as a seminar. Student participation in the class discussions is a must, and each week 2-4 students will be assigned to facilitate discussion. In addition, all students are expected to engage in discussion each week via the Bb website, Discussion Content Area. On Friday, I will post a question to the site relevant to the following weeks' materials, and students will respond, engaging in discussion with each other. Discussion leaders can use these discussions as the basis of their discussions guides if they choose – all postings must occur by 5 pm Monday prior to class.
2. **Mini Project: Finding authoritative information.** Choose a topic of interest in child or adolescent growth (e.g., breastfeeding, nutrition, psychosocial stress, under-nutrition, overweight/obesity, infectious disease, etc. – see course outline for some more possibilities) and use Pub Med, J-Stor, or other UK Library electronic search engines to find SIX good, credible on-line sources on the topic of the type you would use in a term paper. Then use any other search engine to find TWO sources of questionable scholarly credibility. Provide a one-page (single-spaced) write-up with the following: (1) reference information so that I can access each resource - full citations and exact URLs are required; (2) a description of each source; (3) information on how you found the source; (4) an explanation of why the source is good or questionable. Students must submit the project through the Bb Assignments page.
3. **Project: The Nutrition Transition.** The “nutrition transition” represents a challenge to long-term population health as populations move from undernutrition to overnutrition usually within a single generation. Students will choose one of the case studies posted on the Bb web site for this assignment, critically examine the case studies from two different disciplinary approaches, and then write a 3-4 (single spaced) response to the case studies from an integrated, population health perspective. This assignment must be submitted in hard copy in class.
4. **Project: Making change – improving the nutritional status of children.** In this final project, students will examine an international project aimed at improving the nutritional status of children, whether directly through food-based interventions, or indirectly through programs aimed at reducing illness, improving livelihoods, etc. Students will evaluate the program, predict the likely outcomes based on their evaluation, and re-design the program from a population health perspective. Students must be able to articulate the core principles on which the original program was based, including the theory(ies) driving the intervention and the methods through which the intervention was executed.

In the re-design, they must clearly articulate - in a convincing manner - how a population perspective might improve the potential outcomes of the program through alternative theoretical understandings and methodologies of delivery. This assignment must be submitted in hard copy, in person, during the scheduled Final Exam day/time (see below).

Grading:

Final grades will be computed on the basis of four components (below). The final course grade will be based on the total points accumulated over the course of the semester as indicated below.

- 1) Class participation and leading discussions: maximum 50 points (23% of grade)
- 2) Mini-Project: maximum 20 points (9% of grade).
- 3) Project: The Nutrition Transition – maximum 50 points (23% of grade)
- 4) Project: Making Change – maximum 100 points (45% of grade)

Total Possible Points: 220 (100%)

Final Course Grade will be computed on the basis of the total points accumulated as follows:

A	198-220
B	176-197
C	154-175
D	132-153
E	131 or below

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

Late Policy:

Late assignments without a proper excuse (SR 5.2.4.2) will result in a **10% point reduction** for each day late. The 10% reduction will be from the total possible value of the assignment prior to grading.

Blackboard:

This course is Blackboard (Bb) based, so you must be (or become) familiar with Blackboard. You can access Bb either directly (<http://elearning.uky.edu>) or via Link Blue (<http://www.uky.edu/UKHome/subpages/linkblue.html>). Please **make sure that your email address in Bb is correct** - the default address is the "official" email listed by the University – there is a way to change that – please see the Wiki site for information on this and other issues (<http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx/>).

Attendance:

Regular attendance is required and I will take attendance. Students are allowed 2 unexcused absences without penalty; after two, each additional unexcused absence (see below) will result in a **loss of 5 points** from the class participation score.

Excused Absences and Make-Up Policy:

Make-up opportunities will be provided with an appropriate excuse (see below) and proper documentation. Please contact me one week in advance to schedule the make-up for an anticipated, excused absence (e.g., for university-related trips, major religious holiday), or within one week following an unanticipated absence (i.e., serious illness, or, illness or death of family member). 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.

**** (From the Ombud site) ****

Throughout any given semester, illness and emergencies sometimes preclude students from attending class. However, there are specific rules that dictate whether these absences are excused. Specifically, students are entitled to an excused absence for the following reasons:

- a. serious illness;*
- b. illness or death of family member;*
- c. University-related trips;*
- d. major religious holidays.*

Instructors may excuse an absence for any another reason if they believe it is a reasonable cause for non-attendance. For a complete copy of the University Senate Rule on Excused Absences see S.R. 5.2.4.2.

Verification of Absences:

Students will 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 Integrity, Cheating and Plagiarism:

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 this and 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 (http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf), cheating on exams and other forms of 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 at <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.

Course Policy for group work & student collaboration:

The above policies on plagiarism and cheating, and the passages in the Student Code of Conduct on plagiarism and cheating are not meant to discourage students from sharing ideas and collaborating in their learning activities. On the contrary, unless instructed otherwise, students in this class should collaborate as much as possible as this will facilitate learning. However, individual assignments submitted for a grade must be the student's own work, and if any part of the assignment is the result of student collaboration, this must be properly acknowledged.

Classroom Behavior, Cell Phones, Computers, and more:

- 1) Come to class on time and if you must be late, enter the room quietly and take the first available seat.
- 2) Attend to class activities - do not read the newspaper, materials for other courses, books, magazines, etc., do not chat with your classmates.
- 3) NO CELL PHONES. Turn them off (not "silenced", but OFF!) and put them away until class is dismissed – no exceptions.
- 4) You may use laptop computers to take class notes, but do NOT use them for any other purpose.

THIS IS IMPORTANT ---- persistent offenders will be asked to leave the room and will be reported to the Dean of Students.

Classroom Decorum and Civility:

The program in Population Health, the College of Arts and Sciences, and the University of Kentucky are committed to respecting the dignity of all people and to valuing differences among members of the academic community. While differences of opinion are valued and encouraged both inside and outside the classroom, discussion and debate must take place in a **respectful and civil manner**. Students have the right to take reasoned exception and to voice opinions contrary to the instructor and/or other students (S.R. 6.1.2), but we also have the responsibility to ensure that all academic discourse occurs in a context characterized by respect and civility. Personal attacks or any other acts of denigration **will not be tolerated** in this class, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the classroom. I will report persistent offenders to the Dean of Students.

Academic Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible. 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.

Final Exam Policy (from the Ombud's web site): There is no final exam in this course; however, students must turn in their final project on the day/time scheduled for the final exam and they must do so in person. At that time, they will share with each other any final thoughts on population health.

Individual students are entitled to request a change in their final examination times if they have more than two finals scheduled for the same date. Should an examination date need to be changed, the course with the highest catalog number is the one to be rescheduled. If course numbers are identical, then the department whose prefix is alphabetically earlier is rescheduled. The student needing to change exam times must request this in writing at least two weeks before the last class meeting. In the case of an individual instructor's hardship, instructors may reschedule a final examination provided he/she obtain: a) the recommendation of the Department Chair AND b) the concurrence of the Dean and Registrar. All rescheduled final examinations must occur during final examinations week.

Office Hours:

My office hours are listed above. You may sign up for office hours on the sign-up sheet on my office door. If you have a day/time conflict with scheduled office hours, please email me for an appointment.

Adjustments to the Syllabus and Course Schedule:

I may make adjustments to the schedule when necessary. I will announce all changes in class and post them to the Bb site.

Tentative Course Schedule:

Date	Topics	Reading Assignment
Wk 1:	Introduction – What is social science focused population health?	Introduction
Wk 2:	Why study child growth and nutritional status as a health issue of populations and society? Case Study: Gender differences in growth	T: Himes 2004 R: Galloway 2007
Wk 3:	Using the library. Case study: Child growth among Gwembe Tonga	T: LIBRARY R: Crooks 2007
Wk 4:	Child growth as a window onto health: small group discussion. Case Study: Rapid change in growth among Maya Mini Project DUE Tuesday	T: Bogin 2002a R: Bogin 2002b
Wk 5:	Brainstorming your project: small group discussion Case study: The Grandmother Hypothesis	R: Sear et al. 2000
Wk 6:	Endocrine architecture of child growth and development Case Study: Stress, social relationships and health	T: Worthman 1999 R: Flinn 2008
Wk 7:	Brainstorming population health I – theories and methods – break-out groups	T: Students share readings from own coursework R: Students share results of Tues break-out discussions with class
Wk 8:	Examining the nutrition transition – brainstorming session – small group discussions	Students select 1 case study from list on Bb assignments page to be used for this discussion.
Wk 9: Mid-Term	Nutrition Transition Project Due Tuesday One-on-One meetings with instructor re future project	See list of possible case studies on Bb assignments web page
Wk 10:	Spring Break!!!	Have fun!
Wk 11:	Brainstorming population health from a social science perspective II – interdisciplinarity. Case study: The Ecology of human growth: The Not-So-Dark Ages	T: No Reading R: Cardoso & Garcia 2009
Wk 12:	Small group discussions on future project. Case Study: Violence, stress and child growth: A loss of resiliency.	T: No reading R: Gray et al. 2008
Wk 13:	Making change: Working with communities.	T, R: Schell et al. 2007; additional readings TBA
Wk 14:	Peer group discussions of individual projects.	T, R

Wk 15:	Oral presentations of projects	
Wk 16:	Oral presentations of projects	
Finals Week	Final paper due on scheduled final exam day and time	

Reading List:

Also see reading selections in Bb Assignments Content Area for Weeks 8 (Nutritional Transition project and discussion, and Weeks 9 and 14 (Making Change project)

Himes, John H. (2004) Why study child growth and maturation? In: R. C. Hauspie, N. Cameron and L. Molinari, eds. *Methods in Human Growth Research*. Cambridge: Cambridge University Press. (Available on class Bb website).

Galloway, Tracey (2007) Gender differences in growth and nutrition in a sample of rural Ontario schoolchildren. *American Journal of Human Biology* 19:774-788 (E-journals).

Crooks, Deborah L. (2007) Child growth as a measure of livelihood security: The case of the Gwembe Tonga. *American Journal of Human Biology* 19(5):669-675. (E-journals).

Bogin, Barry (2002a) The evolution of human growth. In: Noel Cameron, ed.: *Human Growth and Development*. Amsterdam: Academic Press, pp. 295-320). (Class Bb Website).

Bogin B., P. Smith, A.B. Orden, M. I. Varela-Silva, J. Loucky (2002b) Rapid change in height and body proportions of Maya American children. *American Journal of Human Biology* 14:753-761. (E-journals).

Sear, Rebecca, Ruth Mace and Ian A. McGregor (2000) Maternal grandmothers improve nutritional status and survival of children in rural Gambia. *Proceedings of the Royal Society of London* 267:1641-1647. (E-journals: URL = <http://www.istor.org/stable/i325830>).

Worthman, C. M. (1999) Epidemiology of human development. In: C. Panter-Brick and C. M. Worthman, editors. *Hormones, Health, and Behavior: A socio-ecological and Lifespan Perspective*. Cambridge: Cambridge University Press, pp. 47-104. (Class Bb website).

Flinn, Mark V. (2008) Why words can hurt us: Social relationships, stress and health. In: W. Trevathan, E. O. Smith and J. McKenna (eds): *Evolutionary Medicine and Health*. Oxford: Oxford University Press, pp. 247-258. (Class Bb website)

Adhikari, Amita, Ananda Sen, Robert C. Brumbaugh and Jessica Schwartz (2011) Altered growth patterns of a mountain Ok population of Papua New Guinea over 25 years of change. *American Journal of Human Biology* 23:325-332. (E journals)

Cardoso, Hugo F.V. and Susana Garcia (2009) The not-so-Dark Ages: Ecology for human growth in medieval and early Twentieth Century Portugal as inferred from skeletal growth profiles. *American Journal of Physical Anthropology* 138:136-147 (E-journals).

Gray, Sandra, Hellen A. Akol and Mary Sundal (2008) Mixed longitudinal growth of breastfeeding children in Moroto District, Uganda (Karamoja subregion). A loss of biological resiliency? *American Journal of Human Biology* 20:499-509. (E-journals)

Schell, Lawrence M., Julia Ravenscroft, Mia Gallo and Melinda Denham (2007) Advancing biocultural models by working with communities: A partnership approach. *American Journal of Human Biology* 19:511-524. (E-journals)

HSP 499
Health, Society and Population Capstone: (Subtitle Required)
Subtitle: International Nutrition

Deborah L. Crooks, Ph.D.
Office: 101A Lafferty Hall
Phone: 257-4654
Preferred method of contact:
Email: dlcrooks@uky.edu

Class Time: TR 12:30-1:45
Location: TBA
Office Hours: T 2-3; R 10:45-11:45
Or by appointment

Course Description:

This course provides an integrative experience for HSP majors in their junior or senior year. The seminar format fosters integration of the program's interdisciplinary coursework, while providing the opportunity to focus on a particular area of interest within the topical theme of the seminar. Students will engage in a variety of activities designed to increase their understanding of the theoretical and methodological approaches that characterize the HSP perspective. They will then use this perspective to design or evaluate a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects.

Prerequisites: Junior or Senior standing in HSP; or consent of instructor.

Section Description:

In this section, students will address issues of international nutrition through the lens of child growth and nutritional status. Because the growth of children is strongly influenced by the quality of the environment in which a child is born and grows, it provides a "window onto society" through which we can view the health and well-being of the entire population. In this section, we will examine basic theories and concepts of child growth and development, including the genetics of growth and comparative patterns across populations. Taking a social science, population health perspective, we will investigate the many environmental factors that facilitate or constrain child growth and nutritional status, focusing especially on ways in which the social environment shapes access to resources necessary to population and individual well-being. We will explore these issues through readings, case histories, and in-class discussions of other material deemed relevant by students and the instructor.

Course Goals and Learning Outcomes:

This course provides a venue for students to integrate the various theoretical and methodological approaches encountered through their coursework into a social science, population health perspective and to apply that perspective to an important and current issue in health. By the end of the course, the successful student will be able to:

1. describe and predict the consequences of the social, cultural, behavioral and biological factors that shape child growth and nutritional status within and among populations at local, national and international scales;

2. compare and contrast theoretical and methodical approaches used by researchers of the health issue in the subtitled course, and integrate them into a population health framework;
3. critically examine, analyze and respond to a national or international project for improving health;
4. effectively communicate the findings of the above analysis to their peers in both writing and oral presentation formats.

Readings:

Readings will be available to students via PDFs posted to the Blackboard site or through e-journals. See course outline.

Assignments:

1. **Reading Response and Class Discussion.** This class will operate as a seminar. Student participation in the class discussions is a must, and each week 2-4 students will be assigned to facilitate discussion. In addition, all students are expected to engage in discussion each week via the Bb website, Discussion Content Area. On Friday, I will post a question to the site relevant to the following weeks' materials, and students will respond, engaging in discussion with each other. Discussion leaders can use these discussions as the basis of their discussions guides if they choose – all postings must occur by 5 pm Monday prior to class.
2. **Mini Project: Finding authoritative information.** Choose a topic of interest in child or adolescent growth (e.g., breastfeeding, nutrition, psychosocial stress, under-nutrition, overweight/obesity, infectious disease, etc. – see course outline for some more possibilities) and use Pub Med, J-Stor, or other UK Library electronic search engines to find SIX good, credible on-line sources on the topic of the type you would use in a term paper. Then use any other search engine to find TWO sources of questionable scholarly credibility. Provide a one-page (single-spaced) write-up with the following: (1) reference information so that I can access each resource - full citations and exact URLs are required; (2) a description of each source; (3) information on how you found the source; (4) an explanation of why the source is good or questionable. Students must submit the project through the Bb Assignments page.
3. **Project: The Nutrition Transition.** The “nutrition transition” represents a challenge to long-term population health as populations move from undernutrition to overnutrition usually within a single generation. Students will choose one of the case studies posted on the Bb web site for this assignment, critically examine the case studies from two different disciplinary approaches, and then write a 3-4 (single spaced) response to the case studies from an integrated, population health perspective. This assignment must be submitted in hard copy in class.
4. **Project: Making change – improving the nutritional status of children.** In this final project, students will examine an international project aimed at improving the nutritional status of children, whether directly through food-based interventions, or indirectly through programs aimed at reducing illness, improving livelihoods, etc. Students will evaluate the program, predict the likely outcomes based on their evaluation, and re-design the program from a population health perspective. Students must be able to articulate the core principles on which the original program was based, including the theory(ies) driving the intervention and the methods through which the intervention was executed.

In the re-design, they must clearly articulate - in a convincing manner - how a population perspective might improve the potential outcomes of the program through alternative theoretical understandings and methodologies of delivery. This assignment must be submitted in hard copy, in person, during the scheduled Final Exam day/time (see below).

Grading:

Final grades will be computed on the basis of four components (below). The final course grade will be based on the total points accumulated over the course of the semester as indicated below.

- 1) Class participation and leading discussions: maximum 50 points (23% of grade)
- 2) Mini-Project: maximum 20 points (9% of grade).
- 3) Project: The Nutrition Transition – maximum 50 points (23% of grade)
- 4) Project: Making Change – maximum 100 points (45% of grade)

Total Possible Points: 220 (100%)

Final Course Grade will be computed on the basis of the total points accumulated as follows:

A	198-220
B	176-197
C	154-175
D	132-153
E	131 or below

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

Late Policy:

Late assignments without a proper excuse (SR 5.2.4.2) will result in a **10% point reduction** for each day late. The 10% reduction will be from the total possible value of the assignment prior to grading.

Blackboard:

This course is Blackboard (Bb) based, so you must be (or become) familiar with Blackboard. You can access Bb either directly (<http://elearning.uky.edu>) or via Link Blue (<http://www.uky.edu/UKHome/subpages/linkblue.html>). Please make sure that your email address in Bb is correct - the default address is the "official" email listed by the University – there is a way to change that – please see the Wiki site for information on this and other issues (<http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx/>).

Attendance:

Regular attendance is required and I will take attendance. Students are allowed 2 unexcused absences without penalty; after two, each additional unexcused absence (see below) will result in a **loss of 5 points** from the class participation score.

Excused Absences and Make-Up Policy:

Make-up opportunities will be provided with an appropriate excuse (see below) and proper documentation. Please contact me one week in advance to schedule the make-up for an anticipated, excused absence (e.g., for university-related trips, major religious holiday), or within one week following an unanticipated absence (i.e., serious illness, or, illness or death of family member). 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.

**** (From the Ombud site) ****

Throughout any given semester, illness and emergencies sometimes preclude students from attending class. However, there are specific rules that dictate whether these absences are excused. Specifically, students are entitled to an excused absence for the following reasons:

- a. serious illness;*
- b. illness or death of family member;*
- c. University-related trips;*
- d. major religious holidays.*

Instructors may excuse an absence for any another reason if they believe it is a reasonable cause for non-attendance. For a complete copy of the University Senate Rule on Excused Absences see S.R. 5.2.4.2.

Verification of Absences:

Students will 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 Integrity, Cheating and Plagiarism:

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 this and 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 (http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf), cheating on exams and other forms of 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. Compete 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 at <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.

Course Policy for group work & student collaboration:

The above policies on plagiarism and cheating, and the passages in the Student Code of Conduct on plagiarism and cheating are not meant to discourage students from sharing ideas and collaborating in their learning activities. On the contrary, unless instructed otherwise, students in this class should collaborate as much as possible as this will facilitate learning. However, individual assignments submitted for a grade must be the student's own work, and if any part of the assignment is the result of student collaboration, this must be properly acknowledged.

Classroom Behavior, Cell Phones, Computers, and more:

- 1) Come to class on time and if you must be late, enter the room quietly and take the first available seat.
- 2) Attend to class activities - do not read the newspaper, materials for other courses, books, magazines, etc., do not chat with your classmates.
- 3) NO CELL PHONES. Turn them off (not "silenced", but OFF!) and put them away until class is dismissed – no exceptions.
- 4) You may use laptop computers to take class notes, but do NOT use them for any other purpose.

THIS IS IMPORTANT --- persistent offenders will be asked to leave the room and will be reported to the Dean of Students.

Classroom Decorum and Civility:

The program in Population Health, the College of Arts and Sciences, and the University of Kentucky are committed to respecting the dignity of all people and to valuing differences among members of the academic community. While differences of opinion are valued and encouraged both inside and outside the classroom, discussion and debate must take place in a **respectful and civil manner**. Students have the right to take reasoned exception and to voice opinions contrary to the instructor and/or other students (S.R. 6.1.2), but we also have the responsibility to ensure that all academic discourse occurs in a context characterized by respect and civility. Personal attacks or any other acts of denigration **will not be tolerated** in this class, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the classroom. I will report persistent offenders to the Dean of Students.

Academic Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible. 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.

Final Exam Policy (from the Ombud's web site): There is no final exam in this course; however, students must turn in their final project on the day/time scheduled for the final exam and they must do so in person. At that time, they will share with each other any final thoughts on population health.

Individual students are entitled to request a change in their final examination times if they have more than two finals scheduled for the same date. Should an examination date need to be changed, the course with the highest catalog number is the one to be rescheduled. If course numbers are identical, then the department whose prefix is alphabetically earlier is rescheduled. The student needing to change exam times must request this in writing at least two weeks before the last class meeting. In the case of an individual instructor's hardship, instructors may reschedule a final examination provided he/she obtain: a) the recommendation of the Department Chair AND b) the concurrence of the Dean and Registrar. All rescheduled final examinations must occur during final examinations week.

Office Hours:

My office hours are listed above. You may sign up for office hours on the sign-up sheet on my office door. If you have a day/time conflict with scheduled office hours, please email me for an appointment.

Adjustments to the Syllabus and Course Schedule:

I may make adjustments to the schedule when necessary. I will announce all changes in class and post them to the Bb site.

Tentative Course Schedule:

Date	Topics	Reading Assignment
Wk 1:	Introduction – What is social science focused population health?	Introduction
Wk 2:	Why study child growth and nutritional status as a health issue of populations and society? Case Study: Gender differences in growth	T: Himes 2004 R: Galloway 2007
Wk 3:	Using the library. Case study: Child growth among Gwembe Tonga	T: LIBRARY R: Crooks 2007
Wk 4:	Child growth as a window onto health: small group discussion. Case Study: Rapid change in growth among Maya Mini Project DUE Tuesday	T: Bogin 2002a R: Bogin 2002b
Wk 5:	Brainstorming your project: small group discussion Case study: The Grandmother Hypothesis	R: Sear et al. 2000
Wk 6:	Endocrine architecture of child growth and development Case Study: Stress, social relationships and health	T: Worthman 1999 R: Flinn 2008
Wk 7:	Brainstorming population health I – theories and methods – break-out groups	T: Students share readings from own coursework R: Students share results of Tues break-out discussions with class
Wk 8:	Examining the nutrition transition – brainstorming session – small group discussions	Students select 1 case study from list on Bb assignments page to be used for this discussion.
Wk 9: Mid-Term	Nutrition Transition Project Due Tuesday One-on-One meetings with instructor re future project	See list of possible case studies on Bb assignments web page
Wk 10:	Spring Break!!!	Have fun!
Wk 11:	Brainstorming population health from a social science perspective II – interdisciplinarity. Case study: The Ecology of human growth: The Not-So-Dark Ages	T: No Reading R: Cardoso & Garcia 2009
Wk 12:	Small group discussions on future project. Case Study: Violence, stress and child growth: A loss of resiliency.	T: No reading R: Gray et al. 2008
Wk 13:	Making change: Working with communities.	T, R: Schell et al. 2007; additional readings TBA
Wk 14:	Peer group discussions of individual projects.	T, R

Wk 15:	Oral presentations of projects	
Wk 16:	Oral presentations of projects	
Finals Week	Final paper due on scheduled final exam day and time	

Reading List:

Also see reading selections in Bb Assignments Content Area for Weeks 8 (Nutritional Transition project and discussion, and Weeks 9 and 14 (Making Change project)

Himes, John H. (2004) Why study child growth and maturation? In: R. C. Hauspie, N. Cameron and L. Molinari, eds. *Methods in Human Growth Research*. Cambridge: Cambridge University Press. (Available on class Bb website).

Galloway, Tracey (2007) Gender differences in growth and nutrition in a sample of rural Ontario schoolchildren. *American Journal of Human Biology* 19:774-788 (E-journals).

Crooks, Deborah L. (2007) Child growth as a measure of livelihood security: The case of the Gwembe Tonga. *American Journal of Human Biology* 19(5):669-675. (E-journals).

Bogin, Barry (2002a) The evolution of human growth. In: Noel Cameron, ed.: *Human Growth and Development*. Amsterdam: Academic Press, pp. 295-320). (Class Bb Website).

Bogin B., P. Smith, A.B. Orden, M. I. Varela-Silva, J. Loucky (2002b) Rapid change in height and body proportions of Maya American children. *American Journal of Human Biology* 14:753-761. (E-journals).

Sear, Rebecca, Ruth Mace and Ian A. McGregor (2000) Maternal grandmothers improve nutritional status and survival of children in rural Gambia. *Proceedings of the Royal Society of London* 267:1641-1647. (E-journals: URL = <http://www.istor.org/stable/i325830>).

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