

# NEW COURSE FORM

|   |   |   |   |  |
|---|---|---|---|--|
| <b>1. General Information.</b>                            |   |   |   |  |
| a.  | Submitted by the College of: Education  | Today's Date:   | 08/04/2011  |  |
| b.  | Department/Division: KHP  |   |   |  |
| c.  | Contact person name: Dr. Richard S. Riggs   | Email: richard.riggs@uky.edu  | Phone:  | 257-3645   |
| d.  | Requested Effective Date:   | <input checked="" type="checkbox"/> Semester following approval   | OR  | <input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____                 |
| <b>2. Designation and Description of Proposed Course.</b> |   |   |   |  |
| a.  | Prefix and Number: KHP 590  |   |   |  |
| b.  | Full Title: Advanced Health Concepts  |   |   |  |
| c.  | Transcript Title (if full title is more than 40 characters):  | _____   |   |  |
| d.  | To be Cross-Listed <sup>2</sup> with (Prefix and Number):   | _____   |   |  |
| e.  | Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.    |   |   |  |
|   | 45 Lecture  | _____ Laboratory <sup>1</sup>   | _____ Recitation  | _____ Discussion   |
|   | _____ Clinical  | _____ Colloquium  | _____ Practicum   | _____ Research   |
|   | _____ Seminar   | _____ Studio  | _____ Other – Please explain: _____                                 |  |
| f.  | Identify a grading system:  | <input checked="" type="checkbox"/> Letter (A, B, C, etc.)  | <input type="checkbox"/> Pass/Fail                                  |  |
| g.  | Number of credits:  | 3   |   |  |
| h.  | Is this course repeatable for additional credit?  |   |   | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>              |
|   | If YES:   | Maximum number of credit hours:   | _____   |  |
|   | If YES:   | Will this course allow multiple registrations during the same semester?   | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |  |
| i.  | Course Description for Bulletin:  | An advanced, in-depth health education class examining current and major health issues. Specific topics will include the following and others as time permits: major non-communicable diseases, communicable diseases, intentional and unintentional injury, and stress |   |  |
| j.  | Prerequisites, if any:  | KHP 230 or permission of instructor   |   |  |
| k.  | Will this course also be offered through Distance Learning?   |   |   | YES <sup>4</sup> <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| l.  | Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both |   |   |  |
| <b>3.</b>   | <b>Will this course be taught off campus?</b>   |   |   | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>              |
| <b>4. Frequency of Course Offering.</b>                   |   |   |   |  |

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

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

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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

## NEW COURSE FORM

|   |  |  |                                 |
|---|--|--|---------------------------------|
| <b>a.</b> Course will be offered (check all that apply):  | <input checked="" type="checkbox"/> Fall   | <input type="checkbox"/> Spring        | <input type="checkbox"/> Summer |
| <b>b.</b> Will the course be offered every year?  | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>            |                                 |
| If NO, explain:   | _____  |  |                                 |
| <b>5.</b> Are facilities and personnel necessary for the proposed new course available?   | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>            |                                 |
| If NO, explain:   | _____  |  |                                 |
| <b>6.</b> What enrollment (per section per semester) may reasonably be expected?  | 25-35  |  |                                 |
| <b>7. Anticipated Student Demand.</b>   |  |  |                                 |
| <b>a.</b> Will this course serve students primarily within the degree program?  | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>            |                                 |
| <b>b.</b> Will it be of interest to a significant number of students outside the degree pgm?  | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>            |                                 |
| If YES, explain:  | Students in other programs may have a professional or personal need or interest in health education and these specific topics and would take course to meet upper level elective course requirements or other program requirements |  |                                 |
| <b>8. Check the category most applicable to this course:</b>  |  |  |                                 |
| <input checked="" type="checkbox"/>   | Traditional – Offered in Corresponding Departments at Universities Elsewhere   |  |                                 |
| <input type="checkbox"/>  | Relatively New – Now Being Widely Established  |  |                                 |
| <input type="checkbox"/>  | Not Yet Found in Many (or Any) Other Universities  |  |                                 |
| <b>9. Course Relationship to Program(s).</b>  |  |  |                                 |
| <b>a.</b> Is this course part of a proposed new program?  | YES <input type="checkbox"/>   | NO <input checked="" type="checkbox"/> |                                 |
| If YES, name the proposed new program:  | _____  |  |                                 |
| <b>b.</b> Will this course be a new requirement <sup>5</sup> for ANY program?   | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>            |                                 |
| If YES <sup>5</sup> , list affected programs:   | Health Promotion   |  |                                 |
| <b>10. Information to be Placed on Syllabus.</b>  |  |  |                                 |
| <b>a.</b> Is the course 400G or 500?  | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>            |                                 |
| If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b.</b> You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.) |  |  |                                 |
| <b>b.</b> <input checked="" type="checkbox"/>   | The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.                                      |  |                                 |

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

# NEW COURSE FORM

## Signature Routing Log

### General Information:

Course Prefix and Number: KHP 590

Proposal Contact Person Name: Dr. Richard S. Riggs Phone: 257-3645 Email: richard.riggs@uky.edu

### INSTRUCTIONS:

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

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

| Reviewing Group                   | Date Approved | Contact Person (name/phone/email)              | Signature |
|-----------------------------------|---------------|--|-----------|
| KHP Faculty                       | 3/24/2011     | Richard Riggs / 7-3645 / richard.riggs@uky.edu |           |
| C & C                             | 9/22/11       | Doug Smith / 7-1824 / dcsmit1@uky.edu          |           |
| College of Ed Faculty (undergrad) | 10/10/11      | Steve Parker / 7-5443 / spark01@uky.edu        |           |
| College of Ed Faculty (grad)      | 10/10/11      | Robert Shapiro / 7-9795 / rshap01@uky.edu      |           |
|                                   |               | / /  |           |

### External-to-College Approvals:

| Council                      | Date Approved | Signature                  | Approval of Revision <sup>6</sup> |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council        | 2/8/2012      | Sharon Gill                |                                   |
| Graduate Council             | 4/5/12        | Brian Jackson              |                                   |
| Health Care Colleges Council |               |                            |                                   |
| Senate Council Approval      |               | University Senate Approval |                                   |

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UNIVERSITY OF KENTUCKY  
KHP DEPARTMENT  
KHP 590  
ADVANCED HEALTH CONCEPTS

**INSTRUCTOR:** Richard Riggs, Ed.D. CHES, FASHA

**OFFICE:** 204 Seaton Building

**PHONE:** 257-3645 (Main KHP Office: 257-3645)

**E-MAIL:** [richard.riggs@uky.edu](mailto:richard.riggs@uky.edu) (Preferred Method of Contact)

**OFFICE HOURS:** To Be Announced

**COURSE DESCRIPTION:** Advanced Health Concepts is a content class that will examine current and significant health issues to increase knowledge, skills and health literacy. Specifically, the course will address major personal and community health issues such as non-communicable diseases, communicable diseases, intentional injury (homicide and suicide), unintentional injury (accidents), stress and others if time permits.

**PREREQUISITES:** KHP 230 or Permission of Instructor

**UK College of Education Professional Themes: Research and Reflection for Learning and Leading**  
This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning, and leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**STANDARDS ADDRESSED IN ADVANCED HEALTH CONCEPTS**

**National Commission for Health Education Credentialing, Inc, Society for Public Health Education, and American Association for Health Education (AAHE & NCATE) Standards**

Area of Responsibility I: **ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION**

Competency 1.2: Access Existing Information and Data Related to Health

Competency 1.3: Collect Quantitative and/or Qualitative Data Related to Health

Competency 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health

Competency 1.5: Examine Factors That Influence the Learning Process

Competency 1.6: Examine Factors That Enhance or Compromise the Process of Health Education

**Competency 1.7: Infer Needs for Health Education Based on Assessment Findings**

**Area of Responsibility II: PLAN HEALTH EDUCATION**

**Competency 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process**

**Competency 2.2: Develop Goals and Objectives**

**Competency 2.3: Select or Design Strategies and Interventions**

**Competency 2.4: Develop a Scope and Sequence for the Delivery of Health Education**

**Competency 2.5: Address Factors That Affect Implementation**

**Area of Responsibility VI: SERVE AS A HEALTH EDUCATION RESOURCE PERSON**

**Competency 6.1: Obtain and Disseminate Health-Related Information**

**Competency 6.3: Serve as a Health Education Consultant**

**Area of Responsibility VII: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION**

**Competency 7.1: Assess and Prioritize Health Information and Advocacy Needs**

**Competency 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques**

**Competency 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques**

**Competency 7.4: Engage in Health Education Advocacy**

**Competency 7.6: Promote the Health Education Profession**

**KENTUCKY TEACHER STANDARDS:**

**Standard 1 Applied Content Knowledge**

**Standard 6 Demonstrates Implementation of Technology**

**Standard 8 Collaborates with Colleagues, Parents, and Others**

**Standard 9 Engages in Professional Development**

**COE Technology Standards:**

**Standard 1: Candidates integrate media and technology into instruction.**

**Standard 2: Candidates utilize multiple technology applications to support student learning.**

**Standard 3: Candidates select appropriate technology to enhance instruction.**

**Standard 5: Candidates address special learning needs through technology.**

**Standard 6: Candidates promote ethical and legal use of technology disciplines.**

Learner OutcomesAssessment

|  |  |
|--|--|
| <b>1. Demonstrate current, factual, and functional health content</b>  | <b>1. Students complete 3 written examinations reflecting content taught in class (Formative)</b>  |
| <b>2. Demonstrate ability to locate, read, and interpret a current health issue from a professional source, and summarize the current health issue</b> | <b>2. Students develop and submit 8-10, 1-page summaries of current health issues. Written Report Rubric(Formative)</b>  |
| <b>3. Assess personal risk for non-communicable diseases and communicable diseases and explain how to maintain low risk or to lower risk for each</b>  | <b>3.Students complete online risk assessments for non-communicable diseases and communicable diseases and apply primary and secondary prevention measures in a written paper. Paper Rubric (Formative)</b>                |
| <b>4. Plan, research, design, and teach current health information</b>   | <b>4.Students research and teach health information to the class. Presentation Rubric (Formative)</b>  |
| <b>5. KHP TEP students will: Develop one lesson plan for a non-communicable disease and one lesson plan on a communicable disease</b>                  | <b>5.Using the required KTIP Lesson Plan Format, students plan, design, and develop a complete lesson plan for one non-communicable disease lesson and one communicable disease lesson. Lesson Plan Rubric (Formative)</b> |
| <b>6. Non-KHP TEP students will: Develop a research paper on a non-communicable disease and a research paper on a communicable disease</b>             | <b>6. Research Paper Rubric (Formative)</b>  |
| <b>7. Demonstrate health enhancing skills</b>  | <b>7.Skill Demonstration Rubric (Formative)</b>  |
|  |  |
|  |  |

**Course Delivery:** This course is designed as a face-to-face course

**Unbridled Learning Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment for learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

**Required Text:** NONE

**Grades:****Undergraduate Students**

| <b><u>Course Requirement</u></b>      | <b><u>Emphasis</u></b> |
|---------------------------------------|------------------------|
| 1. Attendance and Participation       | 10%                    |
| 2. Examination 1                      | 20%                    |
| 3. Examination 2                      | 20%                    |
| 4. Examination 3                      | 20%                    |
| 5. Current Health Issues              | 5%                     |
| 6. 2 Lesson Plans OR 2, 5 page Papers | 10%                    |
| 7. Miscellaneous Assignments          | 15%                    |

**Graduate Students**

| <b><u>Course Requirement</u></b>  | <b><u>Emphasis</u></b> |
|-----------------------------------|------------------------|
| 1. Attendance and Participation   | 10%                    |
| 2. Examination 1                  | 20%                    |
| 3. Examination 2                  | 20%                    |
| 4. Examination 3                  | 20%                    |
| 5. Current Health Issues          | 5%                     |
| 6. 2, 5- page papers              | 10%                    |
| 7. Miscellaneous Assignments      | 5%                     |
| 8. Preparation and Teaching Class | 10%                    |

**FINAL GRADE DETERMINATION**

Each required class activity contributes a specific percentage towards your final grade. In order to determine your final grade, the percentage of the activity will be multiplied by the **letter grade point value**\* you receive on the activity. When this is completed for all class activities, the total points will be added and rank ordered from highest to lowest. For example, an examination is valued at 20% of your final grade and you receive a B+ on the exam. The value of the exam, (.20), will be multiplied by 3.3 (points you receive for the letter grade of B+) for a total of 66 points. You will receive 66 points out of a total possible of 80 points for that examination. This process will be repeated for each class activity. Then when all class activities have been completed, the points will be totaled and compared to following point ranges to determine your final grade:

**\*LETTER GRADE POINT VALUES\***

|    |     |
|----|-----|
| A  | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B  | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C  | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D  | 1.0 |
| D- | .7  |
| E  | 0.0 |

**Undergraduate Letter Grading**

|           |   |
|-----------|---|
| 360 - 400 | A |
| 300 - 359 | B |
| 260 - 299 | C |
| 160 - 259 | D |
| 0 - 159   | E |

**Graduate Letter Grading**

|           |   |
|-----------|---|
| 360 - 400 | A |
| 300- 359  | B |
| 260 - 299 | C |
| 0 - 259   | E |

**Final Exam Information: Examination 3 Date as Scheduled by UK OFFICE OF REGISTRAR****Mid-term Grade :**

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

**Submission of Assignments**

Submit a paper copy of all assignments on the date they are due. The instructor has the prerogative of either accepting or not accepting late assignments. Obviously some assignments must be submitted to meet stated deadlines for their use at that specific time and therefore will not be accepted late. Other less time dependent assignments may be accepted after the stated deadline but will be penalized by a grade reduction.

**Attendance**

Each student is required to attend class. In all cases of absences the burden of proof is on the student to provide sufficient documentation about the nature of the absence. The responsibility rests with the student to inform his/her instructor about an absence from class and this must be done no later than one week following the absence. Each unexcused absence will result in 1.5 points deducted from your attendance grade.

**Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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

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

**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.

**Excessive Absences**

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR



**ANY REASON** may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

**From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:**

*If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)*

### **Participation and Professionalism**

The Kinesiology and Health promotion program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

### **Students with Special Needs**

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

The course will be conducted with openness and respect to all individuals’ points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group’s religion, ethnicity, disability, gender, or sexual orientation.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Kinesiology and Health Promotion program is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community

including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the KHP Department Teacher Education Program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Melody Noland, KHP Chairperson, if you have questions regarding this requirement.

### **Academic Integrity:**

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

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

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

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

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

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

### **Legal Action:**

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

### **Commitment to Diversity & Equity**

The Kinesiology and Health Promotion Department is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Kinesiology and Health Promotion program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in health promotion that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

### **CELL PHONES AND LAPTOP COMPUTERS**

**WHEN YOU COME TO CLASS, PLEASE TURN OFF YOUR CELL PHONE!** Texting and other use of cell phones in class will not be tolerated. If your cell phone use becomes an issue, you will be asked to leave class which will result in a recorded absence for each incident. Laptop computers may be used for note taking. Class time is not for playing on the computer (surfing the Internet, Facebook, My Space, Google chat, etc). If use of your computer in class becomes an issue, you will be asked to leave class resulting in a recorded absence for each incident.

**Group Work and Student Collaboration:** Periodically you will be placed in groups for learning and carrying out group projects and other collaborative, course-related activities. In all cases each student is responsible for completing his/her part of the group assignment and submitting his/her portion of the group work for evaluation. Each student will be evaluated on his/her own part of the group work and not on the work of the total group.

## Course Schedule and Outline

| Class Number and Date | Topics, Agenda, and Readings   |
|-----------------------|--|
| Class 1               | <b>Introduction</b>  |
| Class 2               | <b>Cardiovascular Disease</b><br><b>Heart Disease and Stroke Statistics—2012 Update: A report from the American Heart Association</b><br><a href="http://circ.ahajournals.org/content/125/1/e2.full.pdf+html">http://circ.ahajournals.org/content/125/1/e2.full.pdf+html</a>   |
| Class 3               | <b>Cardiovascular Disease--Atherosclerosis</b><br>Atherosclerosis: <a href="http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001224/">http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001224/</a><br>Atherosclerosis: <a href="http://www.nhlbi.nih.gov/health/health-topics/topics/atherosclerosis/">http://www.nhlbi.nih.gov/health/health-topics/topics/atherosclerosis/</a><br>Atherosclerosis:<br><a href="http://www.heart.org/HEARTORG/Conditions/Cholesterol/WhyCholesterolMatters/Atherosclerosis_UCM_305564_Article_Z8E">http://www.heart.org/HEARTORG/Conditions/Cholesterol/WhyCholesterolMatters/Atherosclerosis_UCM_305564_Article_Z8E</a>            |
| Class 4               | <b>Cardiovascular Disease—Myocardial Infarction, Angina Pectoris</b><br><a href="http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001247/">http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001247/</a><br>National Heart, Lung and Blood Institute: <a href="http://www.nhlbi.nih.gov/HeartAttack/MyocardialInfarction:">http://www.nhlbi.nih.gov/HeartAttack/MyocardialInfarction:</a> <a href="http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001246/">http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001246/</a><br>Signs of a Heart Attack: <a href="http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0005033/">http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0005033/</a> |
| Class 5               | <b>Cardiovascular Disease</b><br><b>Cardiomyopathy, Signs, Symptoms, Causes,:</b> <a href="http://www.mayoclinic.com/health/cardiomyopathy/DS00519">http://www.mayoclinic.com/health/cardiomyopathy/DS00519</a>  |
| Class 6               | <b>Cardiovascular Disease Risk factors</b><br>American Heart Association:<br><a href="http://www.heart.org/HEARTORG/Conditions/HeartAttack/UnderstandYourRiskofHeartAttack/Understand-Your-Risk-of-Attack_UCM_002040_Article.jsp#.T2QFC_ViZ8E">http://www.heart.org/HEARTORG/Conditions/HeartAttack/UnderstandYourRiskofHeartAttack/Understand-Your-Risk-of-Attack_UCM_002040_Article.jsp#.T2QFC_ViZ8E</a>   |
| Class 7               | <b>Cardiovascular Disease Risk factors and Prevention</b><br>American Heart Association:<br><a href="http://www.heart.org/HEARTORG/Conditions/HeartAttack/UnderstandYourRiskofHeartAttack/Understand-Your-Risk-of-Attack_UCM_002040_Article.jsp#.T2QFC_ViZ8E">http://www.heart.org/HEARTORG/Conditions/HeartAttack/UnderstandYourRiskofHeartAttack/Understand-Your-Risk-of-Attack_UCM_002040_Article.jsp#.T2QFC_ViZ8E</a>  |
| Class 8               | <b>Congenital Heart Defects</b><br>American Heart Association:<br><a href="http://www.heart.org/HEARTORG/Conditions/CongenitalHeartDefects/AboutCongenitalHeartDefects/About-Congenital-Defects_UCM_001217_Article.jsp#.T2QDg_ViZ8E">http://www.heart.org/HEARTORG/Conditions/CongenitalHeartDefects/AboutCongenitalHeartDefects/About-Congenital-Defects_UCM_001217_Article.jsp#.T2QDg_ViZ8E</a>  |
| Class 9               | <b>Cerebrovascular Disease</b><br>American Stroke Association:<br><a href="http://www.strokeassociation.org/STROKEORG/AboutStroke/About-Stroke_UCM_308529_SubHomePage.jsp">http://www.strokeassociation.org/STROKEORG/AboutStroke/About-Stroke_UCM_308529_SubHomePage.jsp</a>  |
| Class 10              | <b>Cerebrovascular Disease Risk factors and Prevention</b><br>American Stroke Association: <a href="http://www.strokeassociation.org/STROKEORG/AboutStroke/About-Stroke_UCM_308529_SubHomePage.jsp">http://www.strokeassociation.org/STROKEORG/AboutStroke/About-Stroke_UCM_308529_SubHomePage.jsp</a>   |
| Class 11              | <b>Cancer</b><br>American Cancer Society: <a href="http://www.cancer.org/">http://www.cancer.org/</a> ;<br>Cancer facts and figures: <a href="http://www.cancer.org/Research/CancerFactsFigures/index">http://www.cancer.org/Research/CancerFactsFigures/index</a><br>National Cancer Institute: Cancer topics: <a href="http://www.cancer.gov/cancertopics">http://www.cancer.gov/cancertopics</a>  |
| Class 12              | <b>Cancer</b><br>American Cancer Society: <a href="http://www.cancer.org/">http://www.cancer.org/</a> ;<br>Cancer facts and Figures (types of cancer): <a href="http://www.cancer.org/Research/CancerFactsFigures/index">http://www.cancer.org/Research/CancerFactsFigures/index</a><br>National Cancer Institute—(topics and types): <a href="http://www.cancer.gov/cancertopicshttp://www.cancer.gov/">http://www.cancer.gov/cancertopicshttp://www.cancer.gov/</a>  |
| Class 13              | <b>Cancer Risk Factors and Prevention</b><br>Cancer Prevention: <a href="http://www.cancer.org/Research/CancerFactsFigures/CancerPreventionEarlyDetectionFactsFigures/">http://www.cancer.org/Research/CancerFactsFigures/CancerPreventionEarlyDetectionFactsFigures/</a><br>American Cancer Society: <a href="http://www.cancer.org/Research/CancerFactsFigures/index">http://www.cancer.org/Research/CancerFactsFigures/index</a><br>National Cancer Institute--Prevention: <a href="http://www.cancer.gov/cancertopics/pdq/prevention">http://www.cancer.gov/cancertopics/pdq/prevention</a>  |

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| Class 14 | <b>Cancer Risk Factors and Prevention</b><br>American Cancer Society—Cancer prevention: <a href="http://www.cancer.org/Research/CancerFactsFigures/CancerPreventionEarlyDetectionFactsFigures/index">http://www.cancer.org/Research/CancerFactsFigures/CancerPreventionEarlyDetectionFactsFigures/index</a><br>National Cancer Institute: <a href="http://www.cancer.gov/cancertopics/pdq/prevention">http://www.cancer.gov/cancertopics/pdq/prevention</a>   |
| Class 15 | <b>Chronic Obstructive Pulmonary Disease</b><br>American Lung Association: <a href="http://www.lung.org/lung-disease/">http://www.lung.org/lung-disease/</a><br>National Heart, Lung and Blood Institute: <a href="http://www.nhlbi.nih.gov/health/health-topics/topics/copd/">http://www.nhlbi.nih.gov/health/health-topics/topics/copd/</a>   |
| Class 16 | <b>Chronic Obstructive Pulmonary Disease and Prevention</b><br>American Lung Association: <a href="http://www.lung.org/lung-disease/">http://www.lung.org/lung-disease/</a><br>National Heart, Lung and Blood Institute: <a href="http://www.nhlbi.nih.gov/health/health-topics/topics/copd/">http://www.nhlbi.nih.gov/health/health-topics/topics/copd/</a>  |
| Class 17 | <b>Asthma and Occupational Lung Diseases</b><br>American Lung Association: <a href="http://www.lung.org/lung-disease/">http://www.lung.org/lung-disease/</a><br>National Heart, Lung and Blood Institute: <a href="http://www.nhlbi.nih.gov/health/health-topics/topics/copd/">http://www.nhlbi.nih.gov/health/health-topics/topics/copd/</a><br>Centers for Disease Control: <a href="http://www.cdc.gov/niosh/topics/surveillance/ords/NationalStatistics.html">http://www.cdc.gov/niosh/topics/surveillance/ords/NationalStatistics.html</a> |
| Class 18 | <b>Examination 1</b>  |
| Class 19 | <b>Diabetes Mellitus</b><br>American Diabetes Association: Diabetes Basics—type 1 and 2, Prediabetes; Gestational Diabetes: <a href="http://www.diabetes.org">http://www.diabetes.org</a>   |
| Class 20 | <b>Diabetes Mellitus and Prevention</b><br>American Diabetes Association: Prevention: <a href="http://www.diabetes.org/diabetes-basics/prevention/?loc=DropDownDB-preve">http://www.diabetes.org/diabetes-basics/prevention/?loc=DropDownDB-preve</a>   |
| Class 21 | <b>Communicable Disease Concepts/Epidemiology</b><br><b>PRINCIPLES OF INFECTIOUS DISEASE EPIDEMIOLOGY</b><br><b>MODULE II – THE INFECTIOUS DISEASE PROCESS</b><br><a href="http://health.mo.gov/training/epi/Mod2StudentOutline.pdf">http://health.mo.gov/training/epi/Mod2StudentOutline.pdf</a>   |
| Class 22 | <b>Communicable Disease Concepts/Epidemiology</b><br><b>Principles Of Infectious Disease Epidemiology</b><br><b>Module Ii – The Infectious Disease Process</b><br><a href="http://health.mo.gov/training/epi/Mod2StudentOutline.pdf">http://health.mo.gov/training/epi/Mod2StudentOutline.pdf</a>   |
| Class 23 | <b>Communicable Disease Concepts/Epidemiology</b><br>Centers for Disease Control: <a href="http://www.cdc.gov/Features/DiseasesConditions.html">http://www.cdc.gov/Features/DiseasesConditions.html</a>   |
| Class 24 | <b>Sexually Transmitted Diseases</b><br>Centers for Disease Control—STD Surveillance : <a href="http://www.cdc.gov/std/stats10/toc.htm">http://www.cdc.gov/std/stats10/toc.htm</a><br>Centers for Disease Control: Sexually Transmitted Diseases: <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a><br>American Social Health Association: <a href="http://www.ashastd.org/">http://www.ashastd.org/</a>  |
| Class 25 | <b>Sexually Transmitted Diseases</b><br>Centers for Disease Control: Sexually Transmitted Diseases: (2011) <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a><br>American Social Health Association: <a href="http://www.ashastd.org/">http://www.ashastd.org/</a><br>National Institute of Health: <a href="http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html">http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html</a>  |
| Class 26 | <b>Sexually Transmitted Diseases</b><br>Centers for Disease Control: Sexually Transmitted Diseases: (2011) <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a><br>American Social Health Association: <a href="http://www.ashastd.org/">http://www.ashastd.org/</a><br>National Institute of Health: <a href="http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html">http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html</a>  |
| Class 27 | <b>Sexually Transmitted Diseases</b><br>Centers for Disease Control: Sexually Transmitted Diseases: (2011) <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a><br>American Social Health Association: <a href="http://www.ashastd.org/">http://www.ashastd.org/</a><br>National Institute of Health: <a href="http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html">http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html</a>  |
| Class 28 | <b>Sexually Transmitted Diseases</b><br>Centers for Disease Control: Sexually Transmitted Diseases: (2011) <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a><br>American Social Health Association: <a href="http://www.ashastd.org/">http://www.ashastd.org/</a><br>National Institute of Health: <a href="http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html">http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html</a>  |
| Class 29 | <b>Sexually Transmitted Diseases</b><br>Centers for Disease Control: Sexually Transmitted Diseases: (2011) <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a><br>American Social Health Association: <a href="http://www.ashastd.org/">http://www.ashastd.org/</a>   |
| Class 30 | <b>Sexually Transmitted Diseases</b><br>Centers for Disease Control: Sexually Transmitted Diseases: (2011) <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a><br>American Social Health Association: <a href="http://www.ashastd.org/xually%20Transmitted%20Diseases">http://www.ashastd.org/xually Transmitted Diseases</a><br>National Institute of Health: <a href="http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html">http://www.nlm.nih.gov/medlineplus/sexuallytransmitteddiseases.html</a>                  |
| Class 31 | <b>HIV/AIDS</b><br>Centers for Disease Control: Surveillance: <a href="http://www.cdc.gov/std/stats10/toc.htm">http://www.cdc.gov/std/stats10/toc.htm</a>   |

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| Class<br>32 | <b>HIV/AIDS</b><br>Centers for Disease Control: <a href="http://www.cdc.gov/hiv/default.htm">http://www.cdc.gov/hiv/default.htm</a>  |
| Class<br>33 | <b>HIV/AIDS</b><br>Centers for Disease Control: <a href="http://www.cdc.gov/hiv/default.htm">http://www.cdc.gov/hiv/default.htm</a>  |
| Class<br>34 | <b>Sexually Transmitted Diseases and HIV/AIDS Prevention</b><br>Centers for Disease Control: <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a>   |
| Class<br>35 | <b>Sexually Transmitted Diseases and HIV/AIDS Prevention</b><br>Centers for Disease Control: <a href="http://www.cdc.gov/std/">http://www.cdc.gov/std/</a>   |
| Class<br>36 | <b>Examination 2</b>   |
| Class<br>37 | <b>Unintentional Injury</b><br>Centers for Disease Control: <a href="http://www.cdc.gov/injury/">http://www.cdc.gov/injury/</a><br>National Safety Council: <a href="http://www.nsc.org/Pages/Home.aspx">http://www.nsc.org/Pages/Home.aspx</a>  |
| Class<br>38 | <b>Suicide</b><br>American Association of Suicidology: <a href="http://www.suicidology.org/">http://www.suicidology.org/</a><br>Centers for Disease Control: <a href="http://www.cdc.gov/ViolencePrevention/suicide/index.html">http://www.cdc.gov/ViolencePrevention/suicide/index.html</a>   |
| Class<br>39 | <b>Suicide</b><br>American Association of Suicidology: <a href="http://www.suicidology.org/">http://www.suicidology.org/</a><br>Centers for Disease Control: <a href="http://www.cdc.gov/ViolencePrevention/suicide/index.html">http://www.cdc.gov/ViolencePrevention/suicide/index.html</a>   |
| Class<br>40 | <b>Suicide</b><br>American Association of Suicidology: <a href="http://www.suicidology.org/">http://www.suicidology.org/</a><br>Centers for Disease Control:<br><a href="http://www.cdc.gov/ViolencePrevention/suicide/index.html">http://www.cdc.gov/ViolencePrevention/suicide/index.html</a>  |
| Class<br>41 | <b>Suicide Prevention and Intervention</b><br>American Association of Suicidology: <a href="http://www.suicidology.org/">http://www.suicidology.org/</a><br>Centers for Disease Control: <a href="http://www.cdc.gov/ViolencePrevention/suicide/index.html">http://www.cdc.gov/ViolencePrevention/suicide/index.html</a>   |
| Class<br>42 | <b>Stress</b><br>American Institute on Stress: <a href="http://www.stress.org/">http://www.stress.org/</a>   |
| Class<br>43 | <b>Stress</b><br>American Institute on Stress: <a href="http://www.stress.org/">http://www.stress.org/</a><br>National Institute on Mental Health:<br><a href="http://www.nimh.nih.gov/health/publications/stress/fact-sheet-on-stress.shtml">http://www.nimh.nih.gov/health/publications/stress/fact-sheet-on-stress.shtml</a>  |
| Class<br>44 | <b>Stress Management</b><br>American Institute on Stress: <a href="http://www.stress.org/">http://www.stress.org/</a><br>National Institute on Mental Health:<br><a href="http://www.nimh.nih.gov/health/publications/stress/fact-sheet-on-stress.shtml">http://www.nimh.nih.gov/health/publications/stress/fact-sheet-on-stress.shtml</a>   |
| Class<br>45 | <b>Homicide</b><br>Centers for Disease Control: <a href="http://www.cdc.gov/minorityhealth/reports/CHDIR11/FactSheets/Homicide.pdf">http://www.cdc.gov/minorityhealth/reports/CHDIR11/FactSheets/Homicide.pdf</a><br>Harvard School of Public Health:<br><a href="http://www.hsph.harvard.edu/news/hphr/social-health-hazards/suicidehomicide/index.html">http://www.hsph.harvard.edu/news/hphr/social-health-hazards/suicidehomicide/index.html</a> |
|             | <b>Examination 3</b>   |

**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.**