

RECEIVED

APR 10 2014

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 3/12/2014

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 590 ADVANCED HEALTH CONCEPTS

Other Course:

Proposed Prefix and Number: KHP 590

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Kinesiology - Health Promotion

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

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

e. Contact Person

Name: Kristen Mark

Email: kristen.mark@uky.edu

Phone: 859-257-8935

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: ADVANCED HEALTH CONCEPTS

Proposed Title: ADVANCED HEALTH CONCEPTS

c. Current Transcript Title: ADVANCED HEALTH CONCEPTS

Proposed Transcript Title: ADVANCED HEALTH CONCEPTS

- d. Current Cross-listing: none
Proposed – ADD Cross-listing :
Proposed – REMOVE Cross-listing:
- e. Current Meeting Patterns
LECTURE: 3
Proposed Meeting Patterns
LECTURE: 2
DISCUSSION: 1
- f. Current Grading System: ABC Letter Grade Scale
Proposed Grading System: *Letter (A, B, C, etc.)*
- g. Current number of credit hours: 3
Proposed number of credit hours: 3
- h. Currently, is this course repeatable for additional credit? No
Proposed to be repeatable for additional credit? No
If Yes: Maximum number of credit hours:
If Yes: Will this course allow multiple registrations during the same semester? No
- 2i. Current 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.
Proposed 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.
- 2j. Current Prerequisites, if any: Prereq: KHP 230 or permission of instructor
Proposed Prerequisites, if any: Prereq: KHP 230 or permission of instructor
- 2k. Current Supplementary Teaching Component:
Proposed Supplementary Teaching Component: No Change
3. Currently, is this course taught off campus? No
Proposed to be taught off campus? No
If YES, enter the off campus address:
4. Are significant changes in content/student learning outcomes of the course being proposed? No
If YES, explain and offer brief rationale:
- 5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

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

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

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Kristen Mark

Instructor Email: kristen.mark@uky.edu

Internet/Web-based: Yes

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? By utilizing some synchronous meetings through the semester, the students and faculty will have regular online interactions and students will be able to interact with one another through this forum. Additionally, in between the synchronous online meetings, participation in online forum discussions between students and between faculty and students is a requirement of the course. The course syllabus conforms to University Senate Syllabus Guidelines and 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. The student learning outcomes will remain the same for the distance learning version of the course as were in place for the face-to-face version of the course. The use of discussions, some synchronous meetings, forums, and regular access to the professor throughout the semester through various video chat platforms will ensure the same quality experience in the online learning format. Course goals will remain the same as face-to-face learning and activities that encourage critical thinking about the advanced health concepts will be an integral component of this course.

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. Students enrolling in the distance learning offering of KHP 590 will be required to adhere to the same standards of integrity that any face-to-face student would adhere to. Exams will be administered online and students must log in to their secure Blackboard account in order to access the exam. The exams will be open book and will primarily draw upon critical analysis of the topic rather than rote memorization in order to assess whether the student can critically analyze the material and provide an appropriate application of the material to real-world scenarios relevant to the course content. The academic offense policy will be outlined for the students at the beginning of the semester and students will be held to the same standards as are expected in face-to-face offerings.

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? No.

If yes, which percentage, and which program(s)? N/A

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? Students are provided with the many resources that University of Kentucky provides for students taking courses via Distance Learning. These are outlined in the syllabus and are provided to the student upon enrollment in the course. Additionally, the students will have ample access to the faculty through various means of contact (e.g., Skype, Google Hangout, email, etc.).

6. How do course requirements ensure that students make appropriate use of learning resources? The course will require students to engage in current research in the field of various health concepts covered in class. Students will become familiar with online library services available at University of Kentucky. Additionally, students will be provided with resources that are available online as supplementary background for the material covered.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. There are not any laboratories, facilities, or equipment required for this course. The only requirement is that the student has a computer with a webcam and audio in addition to an Internet connection.

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/>)? The syllabus lists the entities available to offer technical help with the delivery and/or receipt of the course.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

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. The services of DLP and ATL will be utilized in the delivery of this course.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Kristen Mark

SIGNATURE|MNOLA01|Melody P Noland|KHP 590 CHANGE Dept Review|20130903

SIGNATURE|MYRT|Martha L Geoghegan|KHP 590 CHANGE College Review|20131022

SIGNATURE|JMETT2|Joanie Ett-Mims|KHP 590 CHANGE Undergrad Council Review|20140312

SIGNATURE|ZNNIKO0|Roshan N Nikou|KHP 590 CHANGE Graduate Council Review|20140410

Courses **Request Tracking**

Course Change Form

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

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

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 2157	KHP 590 Etf Syllabus.pdf
Delete 3224	KHP 590 DL Syllabus approved.pdf

First 1 Last

Select saved project to retrieve...

Get New

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

Current Prefix and Number:	KHP - Kinesiology and Hlth Promotion KHP 590 ADVANCED HEALTH CONCEPTS	Proposed Prefix & Number: (example: PHY 401G)	KHP 590
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception for the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in cc content or emphasis, or which is made necessary by the elimination or sign alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of: EDUCATION		Submission Date: 3/12/2014	
b. Department/Division: Kinesiology - Health Promotion			
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...			
e.* * Contact Person Name: Kristen Mark		Email: kristen.mark@uky.edu Phone: 859-257-8935	
* Responsible Faculty ID (if different from Contact):		Email: Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR Specific Term: 2
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha proposed changes do not affect DL delivery.			
b. Full Title: ADVANCED HEALTH CONCEPTS		Proposed Title: * ADVANCED HEALTH CONCEPTS	
c. Current Transcript Title (if full title is more than 40 characters):		ADVANCED HEALTH CONCEPTS	

c. Proposed Transcript Title (if full title is more than 40 characters):		ADVANCED HEALTH CONCEPTS			
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number):	none
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	Lecture 3	Laboratory ⁶	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 2	Laboratory ²	Recitation	Discussion 1	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	Proposed number of credit hours:*	3	
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:		Maximum number of credit hours:			
If YES:		Will this course allow multiple registrations during the same semester?			
i. Current 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.					
* Proposed 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. Current Prerequisites, if any:					
Prereq: KHP 230 or permission of instructor					
* Proposed Prerequisites, if any:					
Prereq: KHP 230 or permission of instructor					
k. Current Supplementary Teaching Component, if any:					
<input type="checkbox"/> Community-Based Experience					

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

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for distance learning.
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: KHP 590	Date: 9/3/2013
Instructor Name: Kristen Mark	Instructor Email: kristen.mark@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction

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?

By utilizing some synchronous meetings through the semester, the students and faculty will have regular online interactions and students will be able to interact with one another through this forum. Additionally, in between

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 goal assessment of student learning outcomes, etc.
The student learning outcomes will remain the same for the distance learning version of the course as were in place for the face-to-face version of the course. The use of discussions, some synchronous meetings, forums, and
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.
Students enrolling in the distance learning offering of KHP 590 will be required to adhere to the same standards of integrity that any face-to-face student would adhere to. Exams will be administered online and students must
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 a DL, as defined above?
No.
Which percentage, and which program(s)?
N/A
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
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?
Students are provided with the many resources that University of Kentucky provides for students taking courses via Distance Learning. These are outlined in the syllabus and are provided to the student upon enrollment in the

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?
The course will require students to engage in current research in the field of various health concepts covered in class. Students will become familiar with online library services available at University of Kentucky.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
There are not any laboratories, facilities, or equipment required for this course. The only requirement is that the student has a computer with a webcam and audio in addition to an Internet connection.

Student Services

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 of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
The syllabus lists the entities available to offer technical help with the delivery and/or receipt of the course.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students 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.
The services of DLP and ATL will be utilized in the delivery of this course.
10. Does the syllabus contain all the required components, below? Yes
- Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning/>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
 - Specific dates of face-to-face or synchronous class meetings, if any.
 - Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS/>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?lweb_id=253&lib_id=16
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.
Instructor Name:
Kristen Mark

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ¹¹¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ¹¹² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ¹¹³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ¹¹⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ¹¹⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ¹¹⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ¹¹⁷ In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

KHP 590-DL: Advanced Health Concepts

Department of Kinesiology and Health Promotion

University of Kentucky

Date of Delivery TBD

Instructor: Kristen P. Mark, Ph.D., M.P.H.
Office: 122 Seaton Building
Phone: 257-8935
Email: kristen.mark@uky.edu
Website: <http://www.kristenmark.com/>
Twitter: http://www.twitter.com/Kristen_Mark
Office Hours: By appointment

Class Meeting: Online course delivery. Online activities supplemented with five virtual synchronous meetings.

Textbook: No textbook required. All readings will be provided on Blackboard.

COURSE DESCRIPTION

KHP 590, 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. The course reinforces the College of Education's Conceptual Framework of, "research and reflection for learning and leading".

- Research serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- Reflection is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- Leading is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- Learning must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

COURSE OBJECTIVES

This course examines important contemporary health topics to increase knowledge, skills, and health literacy. The course objectives are in line with competencies provided by major commissions and administrations in health education, as listed below:

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 Outcomes	Assessment
Demonstrate current, factual, and functional health content.	Final examination
Demonstrate ability to locate, read, and interpret a current health issue from a professional source, and summarize the current health issue.	Article review and bibliography, health-related PSA, current health issues report.
Assess personal risk for non-communicable diseases and communicable diseases and explain how to maintain low risk or to lower risk for each.	Discussion and participation, health-related PSA, current health issues report.
Plan, research, design, and teach current health information.	Article review and bibliography, health-related PSA.
Demonstrate health enhancing skills.	Health-related PSA, current health issues report.

Advanced Health Topics Covered

This is a list of the topics that will be covered in KHP 590, Advanced Health Concepts. The topics may change depending on time constraints or class progress.

- Cardiovascular Disease
- Congenital Heart Defects
- Cerebrovascular Disease
- Cancer
- Chronic Obstructive Pulmonary Disease
- Asthma
- Diabetes Mellitus
- Chronic Health Condition Prevention
- Communicable Diseases
- Sexually Transmitted Infections
- HIV/AIDS
- Communicable Disease Prevention
- Unintentional Injury
- Suicide
- Homicide
- Stress
- Stress Management
- Emotional and Mental Health
- Healthy Interpersonal Relationships

COURSE POLICIES

Required Course Readings

This course requires reading across multiple sources. There is not a required textbook for this course, as we will be relying on the most recent health content available for each of the core topics of study. Students will be expected to read articles, cases, blogs, wikis, and online resources from premiere health entities (e.g., NIH, CDC, NCA, etc.). Please contact the instructor if you would like a list of sample readings. Readings will change with each offering of this course in order to keep up with scientific advancements in health concepts.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least a 10mb Internet speed, and a high quality web-cam to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through <http://elearning.uky.edu>.

Instructor's Virtual Office Hours: TBA

Preferred Method of Communication: Email (kristen.mark@uky.edu) or Skype (kristen.mark11).

Maximum Timeframe for Responding to Student Communication: Students may expect the instructor to have responses to email inquiries within 48 hours excluding weekends.

Teaching and Academic Support: Contact the Teaching and Academic Support Center at <http://www.uky.edu/TASC/index.php> or 859-257-8772.

Procedures to Resolve Technical Problems: Contact the Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> or 859-257-1300.

Information on Distance Learning Library Services: Available through the Web at: www.uky.edu/Libraries/DLLS , DL Librarian (Carla Contagallo via email at dlservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 1-800-828-0439), or Distance Learning Interlibrary Loan Services: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as:

"Embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths." – University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6.

Because the desired outcome is excellence in education, UK "does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability" (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

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 absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the class meets only five times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through e-mail communication**. Additional assignments may be required for missed virtual synchronous class meetings.

Canceled Class. If a virtual synchronous class meeting must be canceled due to unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid any unnecessary burdens.

Changes to Syllabus. I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Disabilities. If you have a documented disability that requires academic accommodations in this course, please let me know at the beginning of the course and please make your request to the University Disability Resource Center (Room 2, Alumni Gym, 257-2754). The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu

Go to www.research.uky.edu/gsbulletin/bullinfo.shtml for more information about UK Policies.

Quality of Student Work

Unless specified otherwise, all papers submitted to the instructor must be presented in the writing style and format described in the sixth edition of the Publication Manual of the American Psychological Association. All papers must be word-processed in **Times New Roman or Ariel 12-point font**. Students are expected to follow rules of usage and principles of composition. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the *APA Manual*. If you are unfamiliar with APA format, please consult this online resource: <http://owl.english.purdue.edu/owl/resource/560/01/>, see the manual, or set up a meeting with the professor to learn APA format.

All assignments should be submitted to the professor via email.

Plagiarism. Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an "E" in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

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.

Late Submittals. Assignment due dates are provided in the course calendar. I do not accept late assignments. Exceptions will only be made for extreme emergencies.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor**—to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and KHP rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to me before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Classroom Conduct. All students will be expected to behave in a respectful and civil manner during any synchronous meetings.

ASSIGNMENTS, EVALUATION, & GRADING POLICY

Assignments

Discussion Board Threads / Class Participation

10 points

Students will respond to online discussion threads and engage in asynchronous dialogue with the course community. To receive full credit, students must provide complete and thoughtful responses.

How it works: I will post a question by 11:55PM on the evening of a new topic. You must post your reply at least 3 days before the end of that module. Your tasks are to:

By the last evening of the midpoint of the module, post a thoughtful, unique answer to my question in 300 words or more (your answer should not be the same as someone who has already posted). You should build an informed response between the first night of the module and three nights before the end of the module.

Reply to at least 2 classmates per module. You will be graded on the quality of your response--not quantity. Be thoughtful rather than verbose. Final posts are due at 11:55 PM on their given night. Each student will be graded on an individual basis.

Here is an example of how it works:

- Consult calendar for the length of the module.
- Post by at least 3 days before end of that module.
- Reply to at least 2 classmates by end of the module.

The grading criteria used includes:

- Your ability to synthesize different aspects of the posted question, particularly with reference to the readings in the course. The more detailed your explanation of specific points from the articles, the better the quality of your response.
- Your skill in posting a response with specific and unique examples that showcase your understanding of the salient points of the posted question, as well as your understanding of different aspects of the course materials (such as course articles, Internet resources, and other readings).
- Your ability to build a final, thoughtful response based on prior postings.

Please download the document called "Online Discussions -- Scoring Rubric" to see the full criteria. It is under the "Rubrics" subheading on the course home page.

Article Review and Annotated Bibliography

20 points

After completing an annotated bibliography of 10-15 books and / or articles on an advanced health topic of your choice (consult the instructor prior to selecting your topic), select a book/article on which to do a review.

- The annotated bibliography will be due first.
Find 10 sources. These can be books or articles.
Post your sources to the wiki.
If in doubt on how to do an annotated bibliography, Google it. :)
- Some suggestions to focus on in your review:
Through the eyes of the author, what are the main themes and main points of the book?
What claims does the author make and how are they supported?
What are 1-2 strengths of the book?
What are 1-2 weaknesses of the book?
Discuss the impact and usefulness of this book for the field.
What limitation do you see?
Briefly discuss your overall impressions. Did you enjoy it? Was it well written? Was it inspiring?
How might you use this book and the lessons taken from this book? (if any)
- Review should be in APA format, double spaced, 12-point font, 1-inch margins, and no more than 5 pages in length

Health Related Public Service Announcement (PSA)

20 points

Health messages are everywhere: TV, radio, Internet, advertisements, etc. Some messages are good and some are controversial. This assignment is your chance to explore your own health education creativity. Your task is to create a public service announcement that presents accurate messages regarding some health education topic. This topic should be different from the topic you chose for the Article Review and Annotated Bibliography assignment. You will **create and record** a public service announcement that is between 45 and 60 seconds in length. You may choose any topic within the scope of the health topics we have discussed in class that you think the public needs to know more about. First, look up information in reputable sources. You may use the textbook, acceptable websites (check with the instructor if you are unsure), journal articles, books or pamphlets. You must use at least one outside source to inform your message. Then, create a script (written) for your PSA. You may choose to do a radio (audio only) or television (audio and video) announcement.

You can record your PSA on any electronic device that can be saved and uploaded to the assignments section of Blackboard.

What you submit to the assignments section of Blackboard for grading:

- 1) A digital copy of your PSA.

2) A typed copy of your final script (it should verbatim match the recorded PSA) with at least one reference (cited using APA 6th edition) for the information included in your PSA.

Grading Criteria: You will be graded on creativity and accuracy in the information you provide. Inaccurate information, missing references or copying an existing PSA from TV, radio, or the web will result in lost marks.

Current Health Issues Report

30 points

At the end of this course, students will write a comprehensive health issues report on a health topic that is of interest to them. This topic cannot be the same as the topic used in the Article Review and Annotated Bibliography assignment or the Health Related PSA. The report should be 5-pages in length and should include information that is accurate and up-to-date. The report should include references and should be evidence-based. Feel free to use creativity in how you present the material, but all references should be made using APA format.

Note: Graduate students will submit two current health issues reports

Exam

20 points

The final exam will be open-book and will focus on all of the content that was covered over the semester. This will be a comprehensive exam with multiple choice, true/false, short answer, and critical analysis essay questions. The date of the final exam will be determined based on the schedule provided by the registrar.

Evaluation

Evaluation will be made according to the following points from the assignments listed above:

Undergraduate Students			Graduate Students		
Course Requirement	Points	Percent	Course Requirement	Points	Percent
Discussion & Participation	10	10%	Discussion & Participation	10	10%
Article Review & Bibliography	20	20%	Article Review & Bibliography	20	20%
Health-Related PSA	20	20%	Health-Related PSA	20	20%
Current Health Issues Report	30	30%	2 Current Health Issues Reports	30	30%
Exam	20	20%	Exam	20	20%
Total	100	100%	Total	100	100%

Grading Scale for Undergraduate Students:

- A 89.50 – 100
- B 79.50 – 89.49
- C 69.50 – 79.49
- D 59.50 – 69.49
- E unsatisfactory/fail

Grading Scale for Graduate Students:

- A 89.50 – 100
- B 79.50 – 89.49
- C 69.50 – 79.49
- E unsatisfactory/fail

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines which accompany each assignment. ***The professor reserves the right to modify the above grading system to accommodate any special situations that may arise throughout the semester.***

Undergraduate students will receive a midterm evaluation (by the midterm date) of course performance based on criteria in syllabus.

Grading Policy

All assignments are required to be handed in to the professor via email by 4pm on the due date with the class name, last name of student, and .

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to Blackboard. Any inquiry or disputes over scores must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale will not be curved. For Pass/Fail options, please consult your advisor. For Withdrawal information, please consult your advisor.

RESOURCES

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see <http://www.uky.edu/Diversity/SSS/contact.html> or call 257-9797.

TENTATIVE COURSE SCHEDULE & OUTLINE

Week	Topic	Due
Week 1	Cardiovascular Disease	
Week 2	Congenital Heart Defects & Cerebrovascular Disease	
Week 3	Cancer	
Week 4	Chronic Obstructive Pulmonary Disease & Asthma	Article Review & Bibliography
Week 5	Diabetes Mellitus	
Week 6	Communicable Diseases & Communicable Disease Prevention	
Week 7	Sexually Transmitted Infections & HIV/AIDS	
Week 8	Unintentional Injury	Health Related PSA
Week 9	Suicide	
Week 10	Homicide	
Week 11	Stress & Stress Management	
Week 12	Emotional & Mental Health	Current Health Issues Report(s)
Week 13	Healthy Interpersonal Relationships	
Week 14	Holistic Wellness	
Week 15	Room for Movement/"You Choose, I Teach"	Final Exam

KHP 590-DL: Advanced Health Concepts

Department of Kinesiology and Health Promotion

University of Kentucky

Date of Delivery TBD

Instructor: Kristen P. Mark, Ph.D., M.P.H.
Office: 122 Seaton Building
Phone: 257-8935
Email: kristen.mark@uky.edu
Website: <http://www.kristenmark.com/>
Twitter: http://www.twitter.com/Kristen_Mark
Office Hours: By appointment

Class Meeting: Online course delivery. Online activities supplemented with five virtual synchronous meetings.

Textbook: No textbook required. All readings will be provided on Blackboard.

COURSE DESCRIPTION

KHP 590, 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. The course reinforces the College of Education's Conceptual Framework of, "research and reflection for learning and leading".

- Research serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- Reflection is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- Leading is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- Learning must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

COURSE OBJECTIVES

This course examines important contemporary health topics to increase knowledge, skills, and health literacy. The course objectives are in line with competencies provided by major commissions and administrations in health education, as listed below:

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 Outcomes	Assessment
Demonstrate current, factual, and functional health content.	Final examination
Demonstrate ability to locate, read, and interpret a current health issue from a professional source, and summarize the current health issue.	Article review and bibliography, health-related PSA, current health issues report.
Assess personal risk for non-communicable diseases and communicable diseases and explain how to maintain low risk or to lower risk for each.	Discussion and participation, health-related PSA, current health issues report.
Plan, research, design, and teach current health information.	Article review and bibliography, health-related PSA.
Demonstrate health enhancing skills.	Health-related PSA, current health issues report.

Advanced Health Topics Covered

This is a list of the topics that will be covered in KHP 590, Advanced Health Concepts. The topics may change depending on time constraints or class progress.

- Cardiovascular Disease
- Congenital Heart Defects
- Cerebrovascular Disease
- Cancer
- Chronic Obstructive Pulmonary Disease
- Asthma
- Diabetes Mellitus
- Chronic Health Condition Prevention
- Communicable Diseases
- Sexually Transmitted Infections
- HIV/AIDS
- Communicable Disease Prevention
- Unintentional Injury
- Suicide
- Homicide
- Stress
- Stress Management
- Emotional and Mental Health
- Healthy Interpersonal Relationships

COURSE POLICIES

Required Course Readings

This course requires reading across multiple sources. There is not a required textbook for this course, as we will be relying on the most recent health content available for each of the core topics of study. Students will be expected to read articles, cases, blogs, wikis, and online resources from premiere health entities (e.g., NIH, CDC, NCA, etc.). Please contact the instructor if you would like a list of sample readings. Readings will change with each offering of this course in order to keep up with scientific advancements in health concepts.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least a 10mb Internet speed, and a high quality web-cam to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through <http://elearning.uky.edu>.

Instructor's Virtual Office Hours: TBA

Preferred Method of Communication: Email (kristen.mark@uky.edu) or Skype (kristen.mark11).

Maximum Timeframe for Responding to Student Communication: Students may expect the instructor to have responses to email inquiries within 48 hours excluding weekends.

Teaching and Academic Support: Contact the Teaching and Academic Support Center at <http://www.uky.edu/TASC/index.php> or 859-257-8772.

Procedures to Resolve Technical Problems: Contact the Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> or 859-257-1300.

Information on Distance Learning Library Services: Available through the Web at:

www.uky.edu/Libraries/DLLS , DL Librarian (Carla Contagallo via email at dlservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 1-800-828-0439), or Distance Learning Interlibrary Loan Services: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as:

“Embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths.” – University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6.

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

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 absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be “reasonable cause for nonattendance.” Because the class meets only five times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through e-mail communication**. Additional assignments may be required for missed virtual synchronous class meetings.

Canceled Class. If a virtual synchronous class meeting must be canceled due to unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid any unnecessary burdens.

Changes to Syllabus. I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Disabilities. If you have a documented disability that requires academic accommodations in this course, please let me know at the beginning of the course and please make your request to the University Disability Resource Center (Room 2, Alumni Gym, 257-2754). The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu

Go to www.research.uky.edu/gsbulletin/bullinfo.shtml for more information about UK Policies.

Quality of Student Work

Unless specified otherwise, all papers submitted to the instructor must be presented in the writing style and format described in the sixth edition of the Publication Manual of the American Psychological Association. All papers must be word-processed in **Times New Roman or Ariel 12-point font**. Students are expected to follow rules of usage and principles of composition. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the *APA Manual*. If you are unfamiliar with APA format, please consult this online resource: <http://owl.english.purdue.edu/owl/resource/560/01/>, see the manual, or set up a meeting with the professor to learn APA format.

All assignments should be submitted to the professor via email.

Plagiarism. Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an "E" in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

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.

Late Submittals. Assignment due dates are provided in the course calendar. I do not accept late assignments. Exceptions will only be made for extreme emergencies.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor**—to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and KHP rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to me before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Classroom Conduct. All students will be expected to behave in a respectful and civil manner during any synchronous meetings.

ASSIGNMENTS, EVALUATION, & GRADING POLICY

Assignments

Discussion Board Threads / Class Participation

10 points

Students will respond to online discussion threads and engage in asynchronous dialogue with the course community. To receive full credit, students must provide complete and thoughtful responses.

How it works: I will post a question by 11:55PM on the evening of a new topic. You must post your reply at least 3 days before the end of that module. Your tasks are to:

By the last evening of the midpoint of the module, post a thoughtful, unique answer to my question in 300 words or more (your answer should not be the same as someone who has already posted). You should build an informed response between the first night of the module and three nights before the end of the module.

Reply to at least 2 classmates per module. You will be graded on the quality of your response--not quantity. Be thoughtful rather than verbose. Final posts are due at 11:55 PM on their given night. Each student will be graded on an individual basis.

Here is an example of how it works:

- Consult calendar for the length of the module.
- Post by at least 3 days before end of that module.
- Reply to at least 2 classmates by end of the module.

The grading criteria used includes:

- Your ability to synthesize different aspects of the posted question, particularly with reference to the readings in the course. The more detailed your explanation of specific points from the articles, the better the quality of your response.
- Your skill in posting a response with specific and unique examples that showcase your understanding of the salient points of the posted question, as well as your understanding of different aspects of the course materials (such as course articles, Internet resources, and other readings).
- Your ability to build a final, thoughtful response based on prior postings.

Please download the document called "Online Discussions -- Scoring Rubric" to see the full criteria. It is under the "Rubrics" subheading on the course home page.

Article Review and Annotated Bibliography

20 points

After completing an annotated bibliography of 10-15 books and / or articles on an advanced health topic of your choice (consult the instructor prior to selecting your topic), select a book/article on which to do a review.

- The annotated bibliography will be due first.
Find 10 sources. These can be books or articles.
Post your sources to the wiki.
If in doubt on how to do an annotated bibliography, Google it. :)
- Some suggestions to focus on in your review:
Through the eyes of the author, what are the main themes and main points of the book?
What claims does the author make and how are they supported?
What are 1-2 strengths of the book?
What are 1-2 weaknesses of the book?
Discuss the impact and usefulness of this book for the field.
What limitation do you see?
Briefly discuss your overall impressions. Did you enjoy it? Was it well written? Was it inspiring?
How might you use this book and the lessons taken from this book? (if any)
- Review should be in APA format, double spaced, 12-point font, 1-inch margins, and no more than 5 pages in length

Health Related Public Service Announcement (PSA)

20 points

Health messages are everywhere: TV, radio, Internet, advertisements, etc. Some messages are good and some are controversial. This assignment is your chance to explore your own health education creativity. Your task is to create a public service announcement that presents accurate messages regarding some health education topic. This topic should be different from the topic you chose for the Article Review and Annotated Bibliography assignment. You will **create and record** a public service announcement that is between 45 and 60 seconds in length. You may choose any topic within the scope of the health topics we have discussed in class that you think the public needs to know more about. First, look up information in reputable sources. You may use the textbook, acceptable websites (check with the instructor if you are unsure), journal articles, books or pamphlets. You must use at least one outside source to inform your message. Then, create a script (written) for your PSA. You may choose to do a radio (audio only) or television (audio and video) announcement.

You can record your PSA on any electronic device that can be saved and uploaded to the assignments section of Blackboard.

What you submit to the assignments section of Blackboard for grading:

- 1) A digital copy of your PSA.

2) A typed copy of your final script (it should verbatim match the recorded PSA) with at least one reference (cited using APA 6th edition) for the information included in your PSA.

Grading Criteria: You will be graded on creativity and accuracy in the information you provide. Inaccurate information, missing references or copying an existing PSA from TV, radio, or the web will result in lost marks.

Current Health Issues Report

30 points

At the end of this course, students will write a comprehensive health issues report on a health topic that is of interest to them. This topic cannot be the same as the topic used in the Article Review and Annotated Bibliography assignment or the Health Related PSA. The report should be 5-pages in length and should include information that is accurate and up-to-date. The report should include references and should be evidence-based. Feel free to use creativity in how you present the material, but all references should be made using APA format.

Note: Graduate students will submit two current health issues reports

Exam

20 points

The final exam will be open-book and will focus on all of the content that was covered over the semester. This will be a comprehensive exam with multiple choice, true/false, short answer, and critical analysis essay questions. The date of the final exam will be determined based on the schedule provided by the registrar.

Evaluation

Evaluation will be made according to the following points from the assignments listed above:

Undergraduate Students			Graduate Students		
Course Requirement	Points	Percent	Course Requirement	Points	Percent
Discussion & Participation	10	10%	Discussion & Participation	10	10%
Article Review & Bibliography	20	20%	Article Review & Bibliography	20	20%
Health-Related PSA	20	20%	Health-Related PSA	20	20%
Current Health Issues Report	30	30%	2 Current Health Issues Reports	30	30%
Exam	20	20%	Exam	20	20%
Total	100	100%	Total	100	100%

Grading Scale for Undergraduate Students:

- A 89.50 – 100
- B 79.50 – 89.49
- C 69.50 – 79.49
- D 59.50 – 69.49
- E unsatisfactory/fail

Grading Scale for Graduate Students:

- A 89.50 – 100
- B 79.50 – 89.49
- C 69.50 – 79.49
- E unsatisfactory/fail

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines which accompany each assignment. ***The professor reserves the right to modify the above grading system to accommodate any special situations that may arise throughout the semester.***

Undergraduate students will receive a midterm evaluation (by the midterm date) of course performance based on criteria in syllabus.

Grading Policy

All assignments are required to be handed in to the professor via email by 4pm on the due date with the class name, last name of student, and .

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to Blackboard. Any inquiry or disputes over scores must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale will not be curved. For Pass/Fail options, please consult your advisor. For Withdrawal information, please consult your advisor.

RESOURCES

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see <http://www.uky.edu/Diversity/SSS/contact.html> or call 257-9797.

TENTATIVE COURSE SCHEDULE & OUTLINE

Week	Topic	Due
Week 1	Cardiovascular Disease	
Week 2	Congenital Heart Defects & Cerebrovascular Disease	
Week 3	Cancer	
Week 4	Chronic Obstructive Pulmonary Disease & Asthma	Article Review & Bibliography
Week 5	Diabetes Mellitus	
Week 6	Communicable Diseases & Communicable Disease Prevention	
Week 7	Sexually Transmitted Infections & HIV/AIDS	
Week 8	Unintentional Injury	Health Related PSA
Week 9	Suicide	
Week 10	Homicide	
Week 11	Stress & Stress Management	
Week 12	Emotional & Mental Health	Current Health Issues Report(s)
Week 13	Healthy Interpersonal Relationships	
Week 14	Holistic Wellness	
Week 15	Room for Movement/"You Choose, I Teach"	Final Exam