

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Tuesday, April 15, 2008 5:36 PM
To: Nikou, Roshan
Cc: Price, Cleo
Subject: Investigator Report

AnyForm User: www.uky.edu
AnyForm Document: <http://www.research.uky.edu/gc/GCInvestigatorReport.html>
AnyForm Server: www.uky.edu (/www/htdocs/AnyFormTurbo/AnyForm.php)
Client Address: 128.163.70.200

College/Department/Unit: = CH 644

Category:_ = New

Date_for_Council_Review: =

Recommendation_is:_ = Approve

Investigator: = Speck

E-mail_Address = dfspeck@uky.edu

1__Modifications: = Minor change in the attached syllabus - grading scale shows a D grade.

2__Considerations: = This course has been taught several times under the CPH 646 heading - it is a relatively novel type of course and it clearly has an important role in the instruction of students. The course appears well-designed and considerable thought has gone into the design and format of the presentation. No apparent issues with the proposal or the attached syllabus.

3__Contacts: = None

4__Additional_Information: =

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COLLEGE OF PUBLIC HEALTH

MEMORANDUM

TO: Health Care Colleges Council

FROM: Linda A. Alexander, EdD
Associate Dean for Academic Affairs

SUBJECT: Proposal for CPH 644 Rural Health Disparities

DATE: February 25, 2008

The Department of Health Behavior developed the course Rural Health Disparities and has taught it in the spring semester for the past three years. It has been taught in both classroom and distance learning formats, and is very well received by our students. It fills a critical knowledge gap for students concentrating in Health Behavior and is now a concentration requirement.

This course proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the department chair, Dr. Richard Crosby, via phone at 7-5678 ext 82039 or via email at crosby@uky.edu.

UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

Proposal Title: New Course CPH 644 Rural Health Disparities

Proposal Contact: Robin Vanderpool, DrPH
121 Washington Avenue, Room 113
219-9063 ext 225
robin@cis.uky.edu

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed By	Contact person	Consequences of Review	Date of Proposal Review	Review Summary Attached?
Department of Health Behavior	Richard Crosby, Chair	Approved	1-11-08	Yes
Academic Affairs Committee	Marta Mendiondo, Chair	Approved	1-17-08	Yes
Faculty Council	Glyn Caldwell, Chair	Approved	2-21-08	Yes
Office of Academic Affairs	Linda Alexander, Associate Dean	Approved	2-25-08	Yes

Flanagan, Rebecca

From: Glyn Caldwell [glyncaldwell@dcr.net]
Sent: Sunday, February 24, 2008 8:28 PM
To: Flanagan, Rebecca
Subject: Approval of CPH 644-401

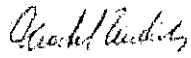
Becki;

The Faculty Council approved the Rural Health Disparities course (CPH 644-401) during the February 21, 2008 meeting.

Glyn

MEMORANDUM

To: Faculty Council

From: Marta S. Mendiando 
Chair, Academic Affairs Committee

Date: January 18, 2008

The Academic Affairs committee at their January 17, 2008 meeting approved the new course proposal, CPH 664 Rural Health Disparities.

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date January 11, 2008

Department/Division offering course Dept of Health Behavior

2. Proposed designation and Bulletin description of this course

a. Prefix and Number CPH 644 b. Title* Rural Health Disparities

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 2.5 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

Through class meetings, course readings, and assignments, this course will provide students with a comprehensive overview of issues pertaining to health disparities of rural populations by examining current programs and policies, relevant literature, public health practice, and quantitative and qualitative research pertaining to the health and well-being of rural populations.

h. Prerequisites (if any)

i. May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring 2009 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

There are noted health and socioeconomic disparities among rural populations as compared to urban and suburban populations. Public health students should be assess and identify disparities among rural populations, particularly if they plan to work in Kentucky, a primarily rural state. Furthermore, recognizing the importance of place and the impact geographic location has on health is important for all public health students.

9. a. By whom will the course be taught? Robin Vanderpool, DrPH, CHES

b. Are facilities for teaching the course now available? Yes No

If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 15

11. Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.

While the class is primarily designed for Health Behavior concentrators within the College of Public Health, we have had students from other concentration areas (e.g., Epidemiology, Gerontology, and Health Service Management) and other Colleges (e.g., Nursing, Public Administration, Health Promotion) enroll in the course.

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? _____

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

14. Is this course part of a proposed new program: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? Yes No
If yes, explain the change(s) below (NOTE – If “yes,” a program change form must also be submitted.)

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name

Robin Vanderpool

Phone Extension

219-9063 ext. 7467

APPLICATION FOR NEW COURSE

Signatures of Approval:

1-11-08

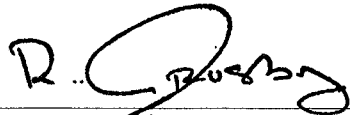
 Date of Approval by Department Faculty

2-25-08

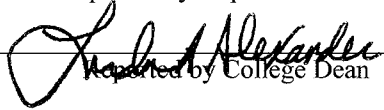
 Date of Approval by College

Academic Affairs Committee 1-18-08

Faculty Council 2-21-08



 Reported by Department Chair



 Reported by College Dean

 *Date of Approval by Undergraduate Council

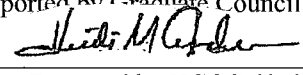
 Reported by Undergraduate Council Chair

 *Date of Approval by Graduate Council

 Reported by Graduate Council Chair

3/19/08

 *Date of Approval by Health Care Colleges Council (HCCC)



 Reported by HCCC Chair

 *Date of Approval by Senate Council

 Reported by Senate Council Office

 *Date of Approval by University Senate

 Reported by Senate Council Office

*If applicable, as provided by the Rules of the University Senate

**CPH 644 401
Rural Health Disparities
Spring 2008**

Instructor

Robin C. Vanderpool, DrPH, CHES
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UK College of Public Health
Department of Health Behavior
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Lexington, KY 40504

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Email: robin@cis.uky.edu

Office Hours: By Appointment

Campus Office: 121 Washington Avenue, Rm 113A

Course Rationale and Background

“**Health disparities** are differences in the incidence, prevalence, mortality, and burden of diseases and related adverse health conditions that exist among specific population groups in the United States. These population groups may be characterized by gender, age, race, ethnicity, education, income, social class, disability, **geographic location**, or sexual orientation.”

– National Institutes of Health, 2005

“Historically, health status has been **lower** and health care services **more limited** in **rural** than urban areas of the United States.”

– Preface, Glasgow text, 2004

“Many of the 61 million people who live in **rural America** have **limited access** to health care. Almost a quarter of the nation’s population lives in rural places, yet only an eighth of our doctors work there.”

– Preface, Ricketts text, 1999

“It seems to be an appropriate time to expand this renewed interest in “place” to encompass **rural health** as an important context for public health efforts, particularly given the **health disparities** between rural and suburban areas.”

-- AJPH, Editorial, 2004

“Developing **leadership** and **public health workforce capacity** within **rural public health** is an essential agenda item for rural America.”

-- Hajat, Stewart and Hayes, J PH Mgmt Prac, 2003

Course Description

Through class meetings, course readings, and assignments, this course will provide students with a comprehensive overview of issues pertaining to health disparities of rural populations by examining current programs and policies, relevant literature, public health practice, and quantitative and qualitative research pertaining to the health and well-being of rural populations.

Assigned Readings

Collection of journal articles, rural health textbook chapters, and Web resources provided in class by Dr. Vanderpool and/or posted via Blackboard.

Course Objectives

This course will provide the knowledge and skills to perform the following services related to the Essential Elements of Public Health Service:

- Assess the health status of rural populations including the identification of health risks (determinants) and health service needs
- Identify assets and resources which support the promotion of health and quality of life improvement for rural populations
- Diagnose and investigate health problems and health hazards among rural populations in the community using appropriate surveillance knowledge and resources
- Identify health information, health education, and health promotion activities designed to reduce health risk and promote better health among rural populations
- Identify policies to protect the health of rural populations and guide the practice of public health
- Identify the barriers to personal health services by rural populations
- Identify personal health service needs of rural populations who often have limited access to a coordinated system of healthcare
- Identify interventions that address barriers to care for rural populations
- Recognize the importance of research and evaluation of the effectiveness, efficiency and quality of rural health programs

Course Requirements***

Attendance (50 points)

Contributions to class discussion, Blackboard postings, and class attendance for face-to-face lectures will be evaluated using a numerical composite score that will equal 50 points. Class meetings are NOT an optional feature of this class. Make sure that immediately upon receiving this syllabus you check your schedule to make sure you are available for class meeting dates. Missing two class meetings, regardless of the circumstance, will be a barrier to receiving an “A” in this course; if you choose not to participate in the oral presentations, you will significantly jeopardize your chances of receiving a passing grade in the course.

General Assignments (4 assignments, 25 pts each, 100 points total)

Throughout the semester, there will be four brief assignments that will require your attention and corresponding response. For example, students may be asked to react to a video presentation; students may participate in a “journal club” exercise related to a particular rural health topic; students will be asked to prepare questions for guest speakers; students may be asked to debate a rural health issue on the Blackboard discussion board, etc. Whatever form the assignment may take, please make sure that your responses to discussion questions, journal article and video critiques, and/or classmates’ comments are clearly distinguishable from the comments of others.

Interview with a Public Health Professional or Policymaker Working in a Rural Locale (150 points) (Interviewee name and topic due via email January 31; Paper Due in-class on Feb. 28)

As public health students, it is beneficial to learn from public health professionals and policymakers practicing in the field, particularly in rural locales. This activity will require students to conduct a personal interview (in person or via phone) with a rural public health professional or policymaker (within or outside of Kentucky) and write a corresponding 5-page paper which includes background information on the particular interview topic, information about the interviewee and their role in rural public health or government, and a summary of the interview discussion. The interview questions are left to the discretion of the student based on their topic of interest in rural health, who they are interviewing, and what they hope to learn from the activity. If you are unfamiliar with or do not have personal connections with a rural health professional or policymaker, Dr. Vanderpool will assist students in making these connections.

Rural Health Disparity Issue Paper and Oral Presentation (Paper 200 pts; Presentation 100 pts) (Paper and presentation topic due via email by Feb. 28; Presentations will be held in-class on April 17 and 24; the paper is due the respective Friday following the presentation by 5 pm via Digital Dropbox on Bb)

This course will require a final paper that addresses the background, challenges, and solutions for a particular rural health disparities issue of the student’s choice. The final product will be 12-15 pages in length (minimum 20 references) and take the form of a white paper / issue paper / policy brief. A 15-minute oral presentation will be a required component of this assignment.

The OWL at Purdue – Writing a White Paper
<http://owl.english.purdue.edu/owl/printable/546/>

Google “public health white paper” or “rural health white paper” for examples.

In the News Web-based Assignments (5 total postings, 10 points each, 50 total points)

The five doctoral students in the course will be required to post a news story related to a local, state, and/or national public health issue that has relevance to the health and well-being of rural populations.

Week of January 21 – Linda Kimsey

Week of February 11 – Jodi Marani

Week of February 25 – LaTonia Peters

Week of March 17 – Hollie Sands

Week of April 3 – Elizabeth Scarbrough

A link to the news article as well as a brief summary of the related story will be posted to the discussion board for group feedback and comment by Noon (EST) on Monday of their assigned week. The doctoral student who posted the article will be responsible for initiating the discussion by posing a question or comment for the class to respond to. In addition, the doctoral student will be required to moderate the discussion session throughout their assigned week. It is important for each class member to contribute to the discussion related to each news article.

Midterm (150 points)

The Midterm exam will be take-home and will consist of several essay questions that will address course material from January 10 through March 6.

Final Exam (200 points)


The Final Exam will be take-home and will consist of one (1) essay question that will incorporate the students' knowledge from the entire semester.

***** Assignments, exams and web postings that are not turned in by the assigned due date and/or corresponding clock time will be considered late. Late coursework will have points deducted according to how late it was turned in and the significance of the assignment, exam or web posting.**

Course Outline and Schedule**CPH 115, 6:00 pm**

Date	Topic	Assignment
January 10	Introduction to Rural Health Disparities and Video presentation, “The Edge of America: Struggling for Health and Justice”	
January 17	Minority Populations and Health Disparities in Rural America	Video reaction paper due
January 24	Access to Healthcare & Public Health in Rural America – Part 1 No Class Meeting	
January 31	Access to Healthcare & Public Health in Rural America – Part 2 Video presentation, “Country Doctors, Rural Medicine”	Interviewee name and interview topic due
February 7	Infectious Diseases in Rural America	Journal Club / Roundtable Discussion
February 14	Chronic Diseases in Rural America	
February 21	Maternal / Child Health and Rural America	
February 28	Environmental Health Issues in Rural Areas Guest Speaker, Dr. Nancy Johnson, UK Prev Research Center	Rural Health Professional or Policymaker Interview paper due; Paper topic due
March 6	Take Home Midterm, No Class Meeting	Midterm exam due by 11:59 pm on Fri., March 7
March 13	UK Spring Break, No Class Meeting	
March 20	Substance Abuse in Rural America Guest Speaker, Mr. Joel Cunigan, Operation UNITE	
March 27	Agricultural Health Issues Guest Speaker, Dr. Steve Browning, UK Dept of Epidemiology	
April 3	Policy Implications for Rural Health	
April 10	Violence Against Rural Women Guest Speaker, Dr. TK Logan, UK Dept of Behavioral Science	
April 17	Class Presentations	Presentations due in-class; Papers due by Noon, Sunday, April 20
April 24	Class Presentations	Presentations due in-class; Papers due by Noon, Sunday, April 27.
May 1	Take Home Final Exam, No Class Meeting	Final exam due by Friday, May 2 at 11:59 pm.

Grading Scale

Points Accumulated	Grade Equivalent
900-1000	A
899-800	B
799-700	C 
699-600	D
Below 599	E

Statement on Plagiarism

The faculty of the Department of Health Behavior and the College of Public Health will enforce and administer rules concerning plagiarism as set forth in *Student Rights and Responsibilities*.

“Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source. Most plagiarism is willful, a sort of theft. It is possible to plagiarize unintentionally, though, by being careless or hurried, omitting quotation marks or slipping into the words or ideas of others through inattention or simply for convenience. Whether you meant it or not, you can be found guilty of plagiarism whenever other people’s language gets used without proper citation in your text. At this and most other universities, plagiarism is regarded as intellectual theft; faculty will rarely bother to determine whether you stole words on purpose or walked out of the shop having forgotten to pay.”

<http://www.uky.edu/Ombud/Plagiarism.pdf>

6.3.1 PLAGIARISM

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...

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 acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Grading Scale for Graduate Students

100-90% = A

89.9-80% =B

79.9-70% = C

< 69.9% = E

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center, Room 2, Alumni Gym, 257-2754.

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/#>

UK Violence Intervention and Prevention (VIP) Center

The Violence Intervention and Prevention (VIP) Center provides advocacy services to women survivors of violence in the UK community. The VIP Center can provide assistance in accessing and navigating services, resources, and referrals both on and off campus. Services include: academic advocacy, medical advocacy, counseling, financial advocacy, referral advocacy, and other practical needs that a student may request. 106 Frazee Hall, 257-3574 or 257-3564.

<http://www.uky.edu/StudentAffairs/VIPCenter/index.html#>