

1. General Information

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

Date Submitted: 3/24/2016

1b. Department/Division: Interdisciplinary Programs

1c. Contact Person

Name: Erin Koch

Email: erin.koch@uky.edu

Phone: 7-7512

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ Fall 2016

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HSP 395

2c. Full Title: Independent Study in HSP

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

INDEPSTUDY: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: This course provides an HSP major with an opportunity to pursue specific academic and professional interests from social science perspectives that are not addressed in the HSP curriculum. The course may be repeated two times for a maximum of 6 credits. However, only three credit hours can count towards the HSP major requirements, and they must be applied to one of the courses required in the "Topics in Society and Health" Intellectual Unit.

2k. Prerequisites, if any: Major in HSP with a minimum 3.0 GPA in the major and consent of the instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 1-3 per faculty-designated section. We anticipate needing one section 9HSP-395-001 and HSP 395-002) for each Co-Director of the program, with the understanding that these assignments rotate, currently on a 3-year cycle.

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: **Yes**

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: **No**

Interactive Video: **No**

Hybrid: **No**

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? **NO**

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? **NO**

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

Instructor Name:

HSP 395-00X:
Independent Work in Health, Society, and Populations
Dr. Erin Koch, Semester and Year

Erin.koch@uky.edu

Phone: 257-7312

Office: Lafferty 218

Office Hours: TBA

Course Description

This course provides an HSP major with an opportunity to pursue specific academic and professional interests from social science perspectives that are not addressed in the HSP curriculum. The course may be repeated two times for a maximum of 6 credits. However, only three credit hours can count towards the HSP major requirements, and they must be applied to one of the four courses required in the “Topics in Society and Health” Intellectual Unit.

Students can expect to read the equivalent of 2-4 academic articles published in peer-reviewed journals each week. We will meet every other week to discuss readings, assignments, and projects, as dictated by the student’s individual needs and goals. For that reason, the nature of the assignments will vary slightly, but will generally include a combination of discussion questions that the student prepares, annotated bibliographies, short response papers, analytical essays, or a longer research paper. The faculty and student will work together prior to the start of the semester in which the student is enrolled to discuss the main topic or topics, and sub-themes that will be used to structure the Independent Study. We will also work together to select readings for the first half of the semester. The student will have primary responsibility for selecting course readings for the second half of the semester, pending my approval.

Prerequisites:

Major in HSP with a minimum 3.0 GPA in the major and consent of the instructor.

Student Learning Objectives

Student learning outcomes differ depending on which student takes the course and the nature of their interests. However, standard learning outcomes apply to this independent study.

After completing this course, the student will be able to:

- Demonstrate thorough knowledge of specific health-related topics from the perspective of the social sciences
- Conduct extensive bibliographic searches using academic journals and databases
- Formulate research problems to be investigated
- Prepare academic annotated bibliographies
- Write research-based analytical essays, reports, or publications

- Students who are interested in engaging in independent research to collect and/or analyze data on health-related topics are required to have previously completed a social science methods course.

Course objectives and goals

The objectives and goals of this Independent Study will differ depending on the interests of the student. For [Name of Student] who enrolled in the course in [Semester and year], the following goals and objectives apply: NOTE: Additional information will be provided, tailored according to the goals of individual students.

Course materials

Required course materials will vary, as the instructor and student deem necessary. For a 300-level course the student should be reading on average 75 pages per week.

Course Policies and Requirements

Contacting The Instructor:

When you contact me via email kindly begin the “subject” with our course number and 2-3 words indicating the content of the message. With this information I am much more likely to respond in a timely manner. Keep in mind that email between students and teachers is a formal mode of communication. Be professional and respectful; include a greeting and salutation, spell out all words and do not include Emoji or emoticons, and check for and correct any grammar and spelling errors. I will respond to you within 24 hours, but I am not available via email over the weekends.

Academic Honesty (Plagiarism and Cheating):

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students must practice academic honesty. Academic honesty means you produce original work and appropriately and accurately credit and cite the sources you use. Violating this system of integrity is a serious offense, and is unacceptable in this course, department, and university. **If you have any questions about whether you are at risk for committing an academic offense in an assignment, I encourage you to ask me prior to turning in the assignment.**

Plagiarism and cheating are serious breaches of academic conduct. Students are responsible for knowing and adhering to university policies concerning academic integrity, plagiarism, cheating, and the use of library materials, as explained in the Code of Student Rights and Responsibilities. 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. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. See University Senate Rules (USR) 6.3.0.1-6.3.0.3 for additional details. The USR are available at:

http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm

Disability Resources and Accommodations:

Should anyone need accommodations for a disability please contact the Disability Resource Center (DRC). DRC Address: 725 Rose Street, Multidisciplinary Science Building (the building between the T. H. Morgan Building (Biological Sciences) and the College of Nursing), Suite

407. Phone: 257-2754. Director: David Beach dtbeac1@uky.edu Please see the DRC website for policies regarding official faculty notification of accommodations, etc. <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Title IX: Avoiding Harassment and Enforcing Equity:

If you are confronted with sexual harassment or other forms of discrimination based on race or anything else, or are struggling in any way (due to stress, unexpected events, etc.) I am more than willing and able to assist you in finding the appropriate resources on campus.

According to Title IX of the US Education Amendments (1972) harassment and physical, verbal, or other forms of violence or discrimination based on sex and gender. This includes stalking, verbal harassment through any form of communication, discrimination against pregnant students, and physical harassment are unconstitutional offenses that violate individual student rights. See <http://knowyourix.org/title-ix/title-ix-the-basics/> for more information.

If you or someone you know has been harassed or assaulted, *please* do not hesitate to contact your instructor for this or any of your courses or for assistance. I assure you that I will protect your anonymity to every extent possible. If you wish to pursue action without consulting with a faculty member, resident advisor, or other UKY staff member, please consider contacting someone at the Violence and Intervention Prevention (VIP) Center at 859-257-3574, or in person. The VIP Center is located on the lower level of Frazee Hall facing Administration Drive. Because email is not confidential, they (and I) encourage you to seek assistance via telephone or in person. Additional anti-discrimination resources are available at the Institutional Equity & Equal Opportunity Office, 13 Main Building, University of Kentucky, Lexington, KY 40506-0032, (859) 257-8927.

Conduct: This instructor, the HSP faculty, and larger institution respect the dignity of all people, and value differences among members of the university community. I appreciate and encourage differences of opinion, and I respect your right to disagree with me or with the information and interpretations provided in course texts, and to voice and discuss those differences. However, discussion and debate must take place in a civil and respectful manner.

Electronic Equipment:

You are permitted to use a laptop during our weekly meetings for the sole purpose of taking notes based on our discussions, and referring to assigned texts. The use of any other electronic devices during our meetings is prohibited.

Assignments:

Be sure to complete and be prepared to discuss all required readings by the start of each meeting. All written assignments are due in hard copy at the beginning of each meeting. I do not accept assignments via email (unless you obtain special permission from me in advance, due to extenuating circumstances). I do accept late assignments. Unless you have a verifiable emergency, I will deduct 5 points every day past the deadline. Late assignments include those that you leave in my box after our meeting on the date they are due. Rest assured it is better to

turn something in late, for whatever reason, than not at all. Please do not slip assignments under my door, I'd hate for them to get lost in the shuffle of things!

I am more than happy to discuss course materials and assignments outside of our scheduled meetings. I am also available to assist you with your writing, and to read and comment on (but not grade) drafts. Another resource at your disposal is the UK writing center, which provides free consulting services to assist with writing and digital media projects and public speaking. The Writing Center is located in the W.T. Young Library, lower level, Room B108B, near the Hub. <https://ukwrite.wordpress.com>

Evaluation and Grading:

You can earn up to 1,000 points for this course. Grading scale: 100-90%=A, 89-80%=B, 79-70%=C, 69-60%=D, 59% and below= E

Assignments:

NOTE: The following information is provided for the purposes of evaluating the new course proposal. These examples are intended to illustrate some of the types of assignments students will commonly be required to complete for an Independent Study, and how the instructor will evaluate student learning. In practice, assignments will be tailored to meet the needs of specific students who might be taking an Independent Study for different purposes, such as conducting field- or literature-based research for theses, students who need to establish fluency in literature(s) not covered by existing courses, etc. As a result, other assignment examples might include lab-based reports, analytical essays, and papers based on the collection and analysis of data from student-designed research.

Weekly Discussion Questions: 420 points (30 points each)

Starting week 2 you must submit to me (via email) 2-3 discussion questions based on the reading. These questions are due by 8AM the day prior to each meeting.

The purpose of this assignment is to provide you with an opportunity to highlight specific issues or themes that you would like to discuss. The discussion questions will also provide structure for our weekly meetings. Your question might be based on a specific passage of a text that you would like clarified or you want to discuss, a theme that connects readings to broader issues, theoretical concepts, or to spark debate. Some things that you might want to consider in preparing your discussion questions include: What is productive about the texts and what do they enable? What were the main theoretical arguments and insights? What methodologies did the author(s) employ and why? How did the author(s) marshal their evidence in support of their findings? What were the strengths and weaknesses (including uncertainties) of the reading(s)? What other critical insights would you like to share about them? How might these issues relate to your own research and professional interests?

Annotated bibliographies: 280 points (140 points each)

At the midterm and conclusion of the semester the student will prepare a bibliography of all texts, with a minimum of 20 sources per bibliography, at least 10 of which must include annotations. The format and content of annotations will be discussed at an organizational

meeting during the first week of courses. Dr. Koch will also provide information on preparing academic annotations via Canvas or Black Board.

Final Research Paper: 300 points

You will write a 15-page research paper due in hard copy by [last day of classes for the semester at noon]. The details of the paper will be discussed in consultation with the instructor starting in March. The paper must present a thorough analysis of themes and issues discussed in the context of the directed study, and must explicitly address theoretical and methodological contributions of the social sciences in studying and understanding the relationships between culture, social inequalities, and structural factors that influence health and illness in diverse contexts.

Weekly Meeting Schedule and Reading Assignments:

TBA