



**Mel and Enid Zuckerman College of Public Health
University of Arizona**

**CPH 531: Contemporary Health Issues and Research
Syllabus - Fall 2008**

TIME: Thursdays 3:00-5:30pm

LOCATION: Drachman Hall A119 (room change)

INSTRUCTOR:

Nicole P. Yuan, PhD
Drachman Hall, A202 Phone: (520) 626-7215
1295 N. Martin Avenue Fax: (520) 626-8716
PO Box 245209 Email: nyuan@email.arizona.edu
Tucson, AZ 85724

OFFICE HOURS: Thursdays 1:00-3:00pm and by appointment

COURSE DESCRIPTION: (From UA catalog) Designed to explore a broad spectrum of health education and health behavior issues and programs in order to evaluate their impact (or potential impact). Toward that end, we will read, review, and critique numerous research efforts that were designed to change behavior via health education and/or health behavior programs.

COURSE LEARNING OBJECTIVES:

Upon completion of this course, each student will be able to:

1. Identify contemporary public health issues and explain the diverse approaches used to address them in research and practice.
2. Identify ethical and social justice issues imbedded in the health promotion literature.
3. Evaluate health promotion studies with regards to research aims, methods, findings, limitations, and implications for the practice of public health promotion and education.
4. Select a health promotion topic for which there has not yet been a published synthesis or meta-analysis and write and present a critical review of the existing literature.

COURSE NOTES: Notes are not provided. Copies of most PowerPoint presentations will be available on E-reserves at the Arizona Health Sciences Library website after the lecture has been given. See section on **Readings** for instructions on how to access the online course page.

ASSIGNED READINGS: There are no assigned textbooks. All readings are Available on E-reserves at the Arizona Health Sciences Library. Go to: <http://reserves.ahsl.arizona.edu/eres/courseindex.aspx?page=search> and click on "Course Reserves Pages by Instructor." Select "Yuan" and then click on "Search." Select course

“CPH531” and enter the password “CPH531” (do not include spaces) and then click on “Accept.” The course page contains the syllabus and folders for each class meeting. Each folder has pdf documents of the assigned readings. The folders will also hold lecture slides and some other handouts during the course of the semester.

COURSE FORMAT: Classes will include lectures, guest and student presentations, class exercises, and discussion on current health promotion topics and methods.

COURSE SCHEDULE FOR FALL 2008:

August 28	Introduction and Health Promotion Framework (<i>Annabelle Nuñez</i>)
September 4	Ethics, Social Justice, and Policy; Research Designs
11	Research Designs (Continued); Meta-Analysis
18	Evidence-Based Practice
25	Qualitative Research Methods and Analysis (<i>Dr. Nicky Teufel-Shone</i>)
October 2	Health Disparities and Participatory Research (<i>Dr. Lisa Staten</i>)
9	Diet and Nutrition
16	Physical Activity (<i>Dr. Peter Giacobbi</i>)
23	Sexual Health
30	Interpersonal Violence
November 6	Alcohol and Drug Use
13	Tobacco Use (<i>Dr. Lynda Bergsma</i>)
20	Student Presentations 1
27	Thanksgiving Break- NO CLASS
December 4	Student Presentations 2

COURSE REQUIREMENTS:

1. Two Reflection Papers (10 points each; total of 20 points; 10% of final grade)

Each student will write two Reflection Papers on assigned readings from the first half of the semester. The two Reflection Papers must be submitted by October 2. For each paper, students must select an article assigned for class on September 4, 11, 18, 25, or October 2. The Reflection Paper is due on the day of the assigned reading (i.e., if article is assigned for September 18, turn in the paper on September 18). Students may not select two articles assigned to the same topic (same class meeting). For Reflection Papers and Article Critiques, students may not select articles with an asterisk (*) because they do not fit the required format.

Each Reflection Paper must be limited to 2 pages and include the following:

- Reason for choosing the article (i.e., what interested you?)
- Recommendations for public health practice (i.e., how should the findings be applied to health promotion practice?)
- Questions for future research (i.e., what else do you want to know on this topic?)
- Ethical or social justice concerns raised by the article (i.e., what ethical or social justice issues are linked to the nature of this problem or research methods used to examine this problem?)

Each Reflection Paper and Article Critique should be numbered (i.e., “Reflection Paper #1”) and include the complete citation of the selected article (see specific guidelines for references provided in syllabus). All papers in this course should be typed in Times New Roman font, no smaller than 11 point font, double-spaced with 1-inch margins, and printed on 8 ½ x 11-inch paper. Printed copies of all papers must be submitted to the instructor.

2. Two Article Critiques (30 points each; total of 60 points; 30% of final grade)

For two of the six special health promotion topics (i.e., physical activity), each student will write a scholarly critique of one of the articles assigned for that week. Students will submit a list of articles they wish to write about for their Article Critiques. The instructor will compare the lists and assign two students to each article based on students' preferences.

Each student will write their Article Critiques independently. Each critique must not be longer than 5 pages and is worth a maximum of 20 points.

In the assigned pairs, students will give an oral presentation based on their critiques and lead a brief discussion as time allows. Each presentation should not be longer than 10 minutes and is worth 10 points. PowerPoint slides are required. Printed copies of the papers and slides are due to the instructor on the day that the student gives their presentation.

The Article Critiques and oral presentations must include the following:

- a) Relevance of topic to current media reports or local, state, or federal public health programs
- b) Brief description of research question(s) and study variables
- c) Brief description of research design
- d) Threats and controls for internal and external validity
- e) Suggestions for alternative approaches for measuring the same variables
- f) Trade-offs to internal and external validity between the original and suggested approaches

For the two Article Critiques and Term Paper, refer to the lecture and assigned readings on qualitative research to assess the quality of qualitative methods and analysis. Do not apply the same approaches used to critique quantitative studies that examine causal relationships between independent and dependent variables.

3. One Term Paper (total of 100 points: 80 points written and 20 points oral; 50% of final grade)

Each student will write a Term Paper that represents a review of research on a specific health promotion topic. The Term Paper is due in class on November 13. The review should be based on 5-15 research articles published within the past 10 years, but may include 1-2 historical articles if they are considered to be seminal to the body of literature. Articles should be identified using online research databases (e.g., PubMed, Medline, and PsycInfo) available on the UA library websites. Each student is required to meet (individually or in a group) with one of the MEZCOPH liaison librarians, Annabelle Nuñez or Mari Stoddard, to receive guidance on utilizing research databases to conduct comprehensive literature reviews.

MEZCOPH Liaison Librarians:

Annabelle Nuñez
(520) 626-7172

anunez@ahsl.arizona.edu

Mari Stoddard
(520) 626-2925

stoddard@ahsl.arizona.edu

Students should consult with the instructor about their paper topics and selected articles. Paper topics must be submitted in writing to the instructor by September 25. Topics of genuine interest to the students and have not been addressed in the course are strongly encouraged.

The paper should be between 15-20 pages and is worth a maximum of 80 points.

Each student will give a 5-10-minute oral presentation of their paper. Students will present their papers in a panel consisting of students who wrote Term Papers on similar topics. The panel will respond to questions as time permits. The panel presentations will take place during the last two class meetings. PowerPoint slides are required and a printed copy must be submitted on the day of the presentation. The presentation is worth a maximum of 20 points. The Term Paper should include a formatted reference section at the end of the paper (see specific guidelines for references).

For References: Similar to the American Journal of Public Health (AJPH), students are required to use the American Medical Association Style Manual for formatting references. The AJPH provides a summary of the AMA guidelines at:

http://www.ajph.org/misc/ama_references.shtml. The list of journal title abbreviations is available at: <ftp://nlmpubs.nlm.nih.gov/online/journals/ljiweb.pdf>

Refer to AJPH articles for examples of formatting citations in text and creating reference lists.

The written paper should address the following (80 points):

- a) Background on selected topic
- b) Purpose of review within a public health context (i.e., why is this review important?)
- c) *Selection of articles/studies (i.e., selection process and relevance of articles)
- d) Description of research designs/methods used by the studies
- e) Major strengths and limitations of studies
- g) Ethical and/or social justice issues raised by the review
- i) Recommendations for public health practice based on the review
- j) Suggestions for future research based on the review

* For full credit for selection of articles, students must attend a workshop or individual meeting with one of the MEZCOPH liaison librarians (Annabelle or Mari). Records of attendance will be submitted to the instructor.

The oral presentation should briefly highlight the following (20 points):

- a) Introduction and overview of topic
- b) Critique of selected studies
- d) Recommendations for public health practice
- e) Suggestions for future research

4. Class Participation (total of 20 points; 10% of final grade)

Students are expected to attend each class and actively participate in discussions. Students must notify the instructor if they are unable to attend a class due to an emergency or unusual situation. If a student is absent from class, they are responsible for the material that was covered and the work that was assigned. Additional work may be assigned by the instructor. Students are encouraged to share observations based on work and personal experiences, exposure to different media sources, and supplemental readings.

GRADING AND EVALUATION: Students will be evaluated based on their performances on five assignments: two Reflection Papers, two Article Critiques, and one Term Paper. Late assignments will be penalized by at least 10%. Participation in class discussions will also be included in the final grade.

Two Reflection Papers (2 @ 10 pts each)	= 20 points
Two Article Critiques (2 @ 30 pts each)	= 60 points
One Term Paper (80 pts for written, 20 pts for oral)	= 100 points
Class Participation	= 20 points
Total possible points for class = 200 points	

A = 180-200 points; B = 160-179 points; C = 140-159 points; D = 120-139 points

TELEPHONE AND COMPUTER USE: All cell phones must be set to silent or vibrate in order to not disrupt the class and disturb fellow students and instructor. The use of laptop computers is limited to taking notes, reviewing assigned readings and other postings to the course web page, and scanning completed assignments. They may not be used to check email, chat online, search the internet, play games, and other activities that cause distractions (except during class breaks).

COMMUNICATIONS: All students are responsible for reading emails sent to their UA account from the instructor. Information about readings, assignments, grades, assignments and other course related topics may be communicated via email. The official policy may be found at: <http://www.registrar.arizona.edu/emailpolicy.htm>

DISABILITY ACCOMODATION: If a student anticipates issues related to the format or requirements of this course, please meet with the instructor. If a student determines that formal, disability-related accommodations are necessary, it is very important that they be registered with Disability Resources (621-3268; drc.arizona.edu) and notifies the instructor of their eligibility for reasonable accommodations. The instructor will then help coordinate the accommodations. The official policy may be found at: <http://catalog.arizona.edu/2008%2D09/policies/disability.htm>

ACADEMIC INTEGRITY: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online. The policy may be found <http://dos.web.arizona.edu/uapolicies/scc5308abcd.html> and <http://dos.web.arizona.edu/uapolicies/cai1.html>. In this course, if plagiarism or other cheating is detected on an assignment, it will result in an automatic failure for that assignment as well as a written warning and a report to the Section Head, the Dean of the College of Public Health, and the Dean of Students. A second offense will result in automatic course failure and a report to the Section Head, the Dean of the College of Public Health, and the Dean of Students. Plagiarism may occur when a student copies text word-for-word without quoting, fails to paraphrase, or fails to correctly reference materials used for preparing a written assignment. This includes fictitious or incorrect references. If a student wants clarification on what might constitute plagiarism, please contact the instructor. This policy is instituted because scientific writing is a fundamental skill at the graduate level in public health. Plagiarism or other cheating demonstrates that the skills necessary for this course have not been mastered by the student.

CLASSROOM BEHAVIOR: Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at <http://web.arizona.edu/~policy/disruptive.pdf> and the Policy on Threatening Behavior by Students found at <http://web.arizona.edu/~policy/threatening.pdf>

GRIEVANCE POLICY: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the [Graduate College Grievance Policy](http://grad.arizona.edu/catalog/policies/academic-policies/grievance-policy) found at <http://grad.arizona.edu/catalog/policies/academic-policies/grievance-policy>

GRADE APPEAL POLICY: <http://catalog.arizona.edu/2008%2D09/policies/gradappeal.htm>

SYLLABUS CHANGES: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

**CPH 531: Contemporary Health Issues and Research
READING LIST – FALL 2008**

AUGUST 28

Introduction and Health Promotion Framework

No assigned readings.

SEPTEMBER 4

Ethics, Social Justice, and Policy

*Thomas J, Sage M, Dillenberg J, Guillory VJ. A code of ethics for public health. *Am J Public Health*. 2002;92:1056-1058.

*Kass NE. An ethics framework for public health. *Am J Public Health*. 2001;91:1776-1782.

*Sommer A. How public health policy is created: scientific process and political reality. *Am J Epidemiol*. 2001;154:S4-S6.

Research Designs

*Neutens JJ, Rubinson L. Conducting experimental research. In: *Research Techniques for the Health Sciences*. 2nd ed. Boston, MA: Allyn and Bacon; 1997:67-87.

*Salazar LF, Crosby RA, DiClemente RJ. Choosing a research design. In: Crosby RA, DiClemente RJ, Salazar LF, eds. *Research Methods in Health Promotion*. San Francisco, CA: Jossey-Bass; 2006:75-106.

SEPTEMBER 11

Research Designs (Continued)

Champion V, Maraj M, Hui S, et al. Comparison of tailored interventions to increase mammography screening in nonadherent older women. *Prev Med*. 2003;36:150-8.

Sorenson G, Stoddard AM, LaMontagne AD, et al. A comprehensive worksite cancer prevention intervention: behavior change results from a randomized controlled trial (United States). *J Public Health Policy*. 2003;24:5-25.

Meta-Analysis

Guise JM, Palda V, Westhoff C, Chan BK, Helfand M, Lieu TA. The effectiveness of primary care-based interventions to promote breastfeeding: systematic evidence review and meta-analysis for the US Preventive Services Task Force. *Ann Fam Med*. 2003;1:70-8.

Turner C, McClure R, Nixon J, Spinks A. Community-based programs to promote car seat restraints in children 0-16 years: a systematic review. *Accid Anal Prev*. 2005;37:77-83.

SEPTEMBER 18

Evidence-Based Practice

*Berwick DM. Disseminating innovations in health care. *JAMA*. 2003;289:1969-1975.

*Kemmer J. The limitations of 'evidence-based' public health. *J Eval Clin Pract*. 2006;12:319-24.

Daniel M, Green L, Marion SA, et al. Effectiveness of a community-directed diabetes prevention and control in a rural aboriginal population in British Columbia, Canada. *Soc Sci Med*. 1999;48:815-832.

Yarnall KSH, Pollak KI, Ostbye T, Krause KM, Michener JL. Primary care: is there enough time for prevention? *Am J Public Health*. 2003;93:635-641.

SEPTEMBER 25

Qualitative Research Methods and Analysis (Dr. Nicky Teufel-Shone)

*Coreil J. Groups interview methods in community health research. *Med Anthropol*. 1995;16:193-210.

*Patton MQ. Enhancing the quality and credibility of qualitative analysis. *Health Ser Res*. 1999;34:1189-1208.

*Morgan DL. Practical strategies for combining qualitative and quantitative methods: applications to health research. *Qual Health Res*. 1998;8:362-376.

Teufel-Shone NI, Siyuja T, Watahomigie HJ, Irwin S. Community-based participatory research: conducting a formative assessment of factors that influence youth wellness in the Hualapai community. *Am J Public Health*. 2006;96:1623-8.

OCTOBER 2

Health Disparities and Participatory Research (Dr. Lisa Staten)

Lantz PM, House JS, Lepkowski JM, et al. Socioeconomic factors, health behaviors, and mortality. *JAMA*. 1998;279:1703-1708.

*Merzel C, D'Afflitti J. Reconsidering community-based health promotion: promise, performance, and potential. *Am J Public Health*. 2003;93:557-574.

Mosavel M, Simon C, van Stade D, Buchbinder M. Community-based participatory research (CBPR) in South Africa: engaging multiple constituents to shape the research question. *Soc Sci Med*. 2005;61:2577-87.

Peek ME, Cargill A, Huang ES. Diabetes health disparities: a systematic review of health care interventions. *Med Care Res Rev*. 2007;64:101S-156S.

OCTOBER 9

Diet and Nutrition

Veugeliers PJ, Fitzgerald AL. Effectiveness of school programs in preventing childhood obesity: a multilevel comparison. *Am J Public Health*. 2005;95:432-435.

Perry CL, Bishop DB, Taylor G, et al. Changing fruit and vegetable consumption among children: the 5-a-Day Power Plus program in St. Paul, Minnesota. *Am J Public Health*. 1998;88:603-609.

Klohe-Lehman DM, Freeland-Graves J, Anderson ER, et al. Nutrition knowledge is associated with greater weight loss in obese and overweight low-income mothers. *J Am Diet Assoc*. 2006;106:65-75.

Coveney J. A qualitative study exploring socio-economic differences in parental lay knowledge of food and health: implications for public health nutrition. *Public Health Nutrition*. 2005;8:290-297.

OCTOBER 16

Physical Activity (Dr. Peter Giaccobi)

*Rejeski WJ, Mihalko SL. Physical activity and quality of life in older adults. *J Gerontol*. 2001;56A:23-35.

*Dipietro L. Physical activity in aging: changes in patterns and their relationship to health and function, *J Gerontol*. 2001;56A:13-22.

The Writing Group for the Activity Counseling Trial Research Group. Effects of physical activity counseling in primary care: the Activity Counseling Trial: a randomized controlled trial. *JAMA*. 2001;286:677-687.

Slootmaker SM, Chin AP, Schuit AJ, Seidall JC, van Mechelen W. Promoting physical activity using an activity monitor and a tailored web-based advice: design of a randomized controlled trial. *BMC Public Health*. 2005;5:134.

(Optional reading) U.S. Department of Health and Human Services. Physical activity and fitness. In: *Health People 2010*. 2nd ed. Washington, DC: U.S. Government Printing Office; 2000:22-1-22-47.

OCTOBER 23**Sexual Health**

Weinhardt LS, Kelly JA, Brondino MJ, et al. HIV transmission risk behavior among men and women living with HIV in 4 cities in the United States. *J Acquir Immune Defic Syndr*. 2004;36:1057-66.

Hirsch JS, Higgins J, Bentley ME, Nathanson CA. The social constructions of sexuality: marital infidelity and sexually transmitted disease-HIV risk in a Mexican migrant community. *Am J Public Health*. 2002;92:1227-1237.

Rhodes SD, Hergenrather KC, Wilkin A, Alegria-Ortega J, Montano J. Preventing HIV infection among young immigrant Latino men: results from focus groups using community-based participatory research. *J Natl Med Assoc*. 2006;98:564-73.

Bersamin MM, Walker S, Waiters ED, Fisher DA, Grube JW. Promising to wait: virginity pledges and adolescent sexual behavior. *J Adolesc Health*. 2005;36:428-36.

Blake SM, Ledksy R, Goodenow C, Sawyer R, Lohrmann D, Windsor R. Condom availability programs in Massachusetts's high schools: relationships with condom use and sexual behavior. *Am J Public Health*. 2003;93:955-962.

OCTOBER 30**Interpersonal Violence**

Thompson MP, Kingree JB, Desai S. Gender differences in long-term health consequences of physical abuse of children: data from a nationally representative survey. *Am J Public Health*. 2004;94:599-604.

Macmillan HL, Thomas BH, Jamieson E. Effectiveness of home visitation by public-health nurses in prevention of the recurrence of child physical abuse and neglect: a randomized controlled trial. *Lancet*. 2005;365:1786-1793.

Jaycox LH, McCaffrey D, Eiseman B, Aronoff J, Shelley GA, Collins RL, Marshall GN. Impact of a school-based dating violence prevention program among Latino teens: randomized controlled effectiveness trial. *J Adolesc Health*. 2006;39:694-704.

Petersen I, Bhana A, McKay M. Sexual violence and youth in South Africa: the need for community-based prevention interventions. *Child Abuse Negl*. 2005;29:1233-1248.

NOVEMBER 6

Alcohol and Drug Use

Sale E, Sambrano S, Soledad JF, Pena C, Pan W, Kasim R. Family protection and prevention of alcohol use among Hispanic youth at risk. *Am J Community Psychol.* 2005;36:195-205.

Stone RAT, Whitbeck LB, Chen X, Johnson K, Olson DM. Traditional practices, traditional spirituality, and alcohol cessation among American Indians. *J Stud Alcohol.* 2006;67:236-44.

Tucker JS, D'Amico EJ, Wenzel SL, Golinelli D, Elliott MN, Williamson S. A prospective study of risk and protective factors for substance use among impoverished women living in temporary shelter settings in Los Angeles County. *Drug Alcohol Depend.* 2005;80:35-43.

Hardesty M, Black T. Mothering through addiction: a survival strategy among Puerto Rican addicts. *Qualitative Health Research.* 1999;9:602-619.

Longshore D, Ghosh-Dastidar B, Ellickson PL. National Youth Anti-Drug Media Campaign and school-based drug prevention: evidence for a synergistic effect in ALERT Plus. *Addict Behav.* 2006;31:496-508.

NOVEMBER 13

Tobacco Use (Dr. Lynda Bergsma)

*The Tobacco Use and Dependence Clinical Practice Guideline Panel, Staff, and Consortium Representatives. A clinical practice guideline for treating tobacco use and dependence: a US Public Health Service Report. *JAMA.* 2000;283:3244-3254.

Hyland A, Li Q, Bauer JE, Giovino GA, Bauer U, Cummings KM. State and community tobacco- control programs and smoking cessation rates among adult smokers: what can we learn from the COMMIT intervention cohort? *Am J Health Promot.* 2006;20:272-81.

Pinkleton BE, Austin EW, Cohen M, et al. A statewide evaluation of the effectiveness of media literacy training to prevent tobacco use among adolescents. *Health Commun.* 2007;21:23-34.

Beech BM, Scarinci IC. Smoking attitudes and practices among low-income African-Americans: qualitative assessment of contributing factors. *Am J Health Promot.* 2003;17:240-248.

Moffat BM, Johnson JL. Through the haze of cigarettes: teenage girls' stories about cigarette addiction. *Qualitative Health Research.* 2001;11:668-681.