SYLLABUS
HPS 531: Contemporary Health Issues and Research
Fall 2017

TIME: Thursdays 1:00-3:30pm

LOCATION: Drachman Hall A122

INSTRUCTOR:
Nicole P. Yuan, PhD, MPH
Drachman Hall, A202  Phone: (520) 626-7215
1295 N. Martin Avenue  Fax: (520) 626-2914
PO Box 245209  Email: nyuan@email.arizona.edu
Tucson, AZ 85724

INSTRUCTOR AVAILABILITY: Office hours held on Wednesdays at 12:00-2:00pm and by appointment.

CATALOG DESCRIPTION: 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. Develop, write and present a case study on a health promotion topic.
5. Select a health promotion topic for which there has not yet been a published systematic review or meta-analysis and write and present a critical review of the existing literature.

MPH/SECTION COMPETENCIES COVERED: (From ASPH MPH Core Competency Model [http://www.aspph.org/educate/models/mph-competency-model/]) Some of the key discipline-specific and interdisciplinary competencies covered in this course include the following:

- Social and Behavioral Sciences
  i. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
  ii. Identify the causes of social and behavioral factors that affect health of individuals and populations.
iii. Describe the role of social and community factors in both the onset and solution of public health problems.
iv. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

- Communication and Informatics
  i. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

- Diversity and Culture
  i. Apply the principles of community-based participatory research to improve health in diverse populations.
  ii. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

- Leadership
  i. Engage in dialogue and learning from others to advance public health goals.
  ii. Apply social justice and human rights principles when addressing community needs.

- Professionalism
  i. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
  ii. Analyze determinants of health and disease using an ecological framework.
  iii. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).

- Program Planning
  i. Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
  ii. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.

COURSE NOTES: Notes are not provided. Copies of most PowerPoint presentations will be available on the D2L course site. See section on Required Readings for instructions on how to login to D2L.

REQUIRED READINGS: There are no assigned textbooks. All students who are registered for the course will have access to the D2L course site. Each student must login using their UA NetID at http://d2l.arizona.edu/. The course site contains the syllabus and course materials for each class meeting. Course materials include copies of assigned readings, lecture slides, handouts, and other documents. If emails are sent from D2L, the messages will be delivered to the receiver's @email.arizona.edu account.

COURSE FORMAT: Classes will include lectures, guest and student presentations, class exercises, and discussion on current health promotion topics and methods.
## COURSE SCHEDULE AND ASSIGNMENT DEADLINES FOR FALL 2017:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Guest Speaker(s)</th>
<th>Assignment Due in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Introduction and Health Promotion Framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>Ethics, Social Justice, and Policy; Research Designs</td>
<td>Jean McClelland, Sandy Kramer</td>
<td>1. ENTIRE class turn in Reflection Paper #1.</td>
</tr>
<tr>
<td>September 7</td>
<td>Research Designs (Continued) and Meta-Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 14</td>
<td>Health Disparities and Participatory Research</td>
<td>Dr. Scott Carvajal</td>
<td>1. ENTIRE class turn in Reflection Paper #2.</td>
</tr>
<tr>
<td>September 21</td>
<td>Qualitative Research Methods and Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td>Evidence-Based Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 5</td>
<td>Sexual Health</td>
<td></td>
<td>1. ENTIRE class turn in description of Term Paper topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See Note 1.</td>
</tr>
<tr>
<td>October 12</td>
<td>Physical Activity</td>
<td>Dr. David Garcia</td>
<td>See Note 1.</td>
</tr>
<tr>
<td>October 19</td>
<td>Diet and Nutrition</td>
<td>Dr. Tracy Crane</td>
<td>1. ENTIRE class turn in Part 1 of Written Case Study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See Note 1.</td>
</tr>
<tr>
<td>October 26</td>
<td>Interpersonal Violence</td>
<td></td>
<td>See Note 1.</td>
</tr>
<tr>
<td>November 2</td>
<td>Mental Health and Substance Use</td>
<td></td>
<td>1. ENTIRE class turn in Part 2 of Written Case Study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See Note 1.</td>
</tr>
<tr>
<td>November 9</td>
<td>Tobacco Use</td>
<td>Dr. Uma Nair</td>
<td>See Note 1.</td>
</tr>
<tr>
<td>November 16</td>
<td>Case Study Presentations</td>
<td></td>
<td>1. ENTIRE class turn in Part 3 of Written Case Study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. ENTIRE class complete library requirement.</td>
</tr>
<tr>
<td>November 23</td>
<td>Thanksgiving Break NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td>Term Paper Presentations</td>
<td></td>
<td>1. ENTIRE class turn in Written Term Paper and presentation slides.</td>
</tr>
<tr>
<td></td>
<td>LAST CLASS</td>
<td></td>
<td>2. ENTIRE class complete online TCE.</td>
</tr>
</tbody>
</table>

*Note 1. Article Critique Papers and Presentations are due on the day that the article is assigned in the reading list.*
COURSE REQUIREMENTS:

1. Two Reflection Papers
   (total of 30 points; RP #1 is 10 points and RP #2 is 20 points; 10% of final grade)
   Each student will write two Reflection Papers on assigned readings from the first half of the semester. The first Reflection Paper is due on Sept 7, and must be written on one article assigned for the Sept 7 class meeting. The second Reflection Paper is due on Sept 21, and must be written on one article assigned for the Sept 21 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:
   a) Reason for choosing the article (i.e., what interested you?)
   b) Recommendations for public health practice (i.e., how should the findings be applied to health promotion programs or strategies?)
   c) Questions for future research (i.e., what else do you want to know about this topic?)
   d) 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?)

   ALL WRITTEN ASSIGNMENTS IN THIS COURSE will be evaluated on organization, formatting, spelling, and grammar. All papers in this course must be submitted as hard copy documents in class on the days they are due or they will be considered late. All papers must be typed in Times New Roman font, no smaller than 11-point font, double-spaced with 1-inch margins, include page numbers, and printed on 8 ½ x 11-inch white paper. All papers must include the student’s name, date, course name, and title. Each Reflection Paper and Article Critique should also include the complete citation of the selected article (see specific guidelines for references provided in syllabus).

   Grading for Reflection Paper #1 (10 points): Students must bring three hard copies of their paper to class. Two copies should not include the student’s name on them because they will be shared with the class. During the class period, students will read papers written by two of their classmates. All students will be expected to participate in a class discussion about strengths of their classmates’ papers and ideas on how to improve the writing of the second Reflection Paper. Each student will receive a maximum of 5 points for turning in their own Reflection Paper and a maximum of 5 points for participating in the discussion.

   Grading for Reflection Paper #2 (20 points): Students must submit one hard copy of their Reflection Paper #2 to the instructor during the class period. The instructor will grade each student’s paper which will be worth a maximum of 20 points.

2. Group Case Study Written Assignment and Presentation
   (total of 80 points; 60 points written and 20 points oral; 26.6% of final grade)
   In the beginning of the semester, students will be assigned to groups of 3-4 students. Students will work with their group during allotted class time and outside of class throughout the entire semester. Each group will develop a case study on a specific problem or question in the health promotion field. Each group will either select a problem from a list created by the instructor or identify a separate problem. The latter must be approved by the instructor before Part 1 of the Written Case Study is due on Oct 19. The purpose of the case study assignment is to apply key concepts learned in the course to real world situations. Students will explore how research may affect health promotion programs and policy.
Each group will submit typed Written Responses to the questions provided in the syllabus for Parts 1-3 at different times during semester. Written Responses may be provided using bullet points and short phrases. A reference list must be included with each Part that has citations. The reference list may be provided on separate page(s). The reference list must be formatted in AMA style.

**Written Part 1: Portrayal to the Public (20 points; due Oct 19)**
Part 1 must not be longer than 3 pages, include a separate reference list (if have citations), and is worth a maximum of 20 points. The following questions must be answered in Part 1.
1. What question or problem in health promotion does your case study address?
2. How is the problem portrayed to the public in the news media?
3. Are solutions presented to the public? If yes, what are they?
4. What are some ethical and/or social justice concerns related to the problem?

**Written Part 2: Critique of the Research (20 points; due Nov 2)**
Part 2 must not be longer than 3 pages, include a separate reference list (if have citations), and is worth a maximum of 20 points. The following questions must be answered in Part 2.
1. How much research has been conducted on the problem during the past 5 years?
2. Select at least 1-2 original research articles to critique, depending on size of the group (instructor will make final decisions). What were the methods and findings of each study?
3. For quantitative studies, what are some threats and controls for internal and external validity? For qualitative studies, what are some strengths and weaknesses of the quality and credibility of the methods and analysis?

**Written Part 3: Recommendations (20 points; due Nov 16)**
Part 3 must not be longer than 3 pages, include a separate reference list (if have citations), and is worth a maximum of 20 points. The following questions must be answered in Part 3.
1. What are your recommendations? Provide a justification for each one.
2. What research is needed to provide further support for your recommendations?

**Oral Presentation (20 points; due Nov 16)**
Each group will give an oral presentation about their case study based on their Written Responses for Parts 1-3. Each presentation should not be longer than 10 minutes and is worth 20 points. PowerPoint slides are optional. Students are encouraged to use creative ways to present their case studies. For example, they may use videos, role-plays, and other engaging techniques.

All members of the group will receive the same grades for Written Responses to Parts 1-3 and the oral presentation. However, each student will evaluate their teammates’ contributions to the group assignment. If an individual receives low evaluation scores from their teammates, their grade may be modified accordingly.

**3. One Written Article Critique and Team Presentation (total of 60 points; 40 points written and 20 points oral; 20% of final grade)**
For one of the six special health promotion topics covered during the second half of the semester (i.e., diet and nutrition, physical activity, sexual health, interpersonal violence, mental health and substance use, and tobacco use), each student will write a scholarly critique on one of the articles assigned for that specific class meeting. Students will submit a list of articles they
wish to write about for their written Article Critique early in the semester. The instructor will compare the lists and assign two students to each article based on students' preferences.

Each student will write their Article Critique independently. Each critique must not be longer than 5 pages and is worth a maximum of 40 points.

In the assigned pairs/teams, students will give an oral presentation together based on their critiques and lead a brief discussion as time allows. Each presentation should not be longer than 10 minutes and is worth 20 points. Both students will receive the same grade. PowerPoint slides are required. Hard copies of the papers and slides are due to the instructor on the day that the students give their presentation.

The Article Critiques and oral presentations must include the following:

a) Relevance of topic to current stories/reports in the media (i.e., TV, newspaper, radio, and Internet) and/or local, state, or federal public health programs.

b) Brief description of research question(s).

c) Brief description of the independent, dependent, and control variables for quantitative studies.
   a. For qualitative studies, a brief description of main topics/issues addressed in the interviews or assessed by other methods.

d) Brief description of research design for quantitative studies.
   a. For qualitative studies, a brief description of the data collection methods.

e) Threats and controls for internal and external validity for quantitative studies.
   a. For qualitative studies, strengths and weaknesses of the quality and credibility of the methods and analysis.

f) Suggestions for alternative approaches for measuring the same variables or topics.
   a. For example, methods for assessing child abuse may include child self-report, parent self-report, teacher self-report, hospital records, police reports, and child protective services records.

g) Trade-offs to internal and external validity (and/or quality and credibility if include qualitative studies) between the original and suggested approaches for measuring the study variables.

For the Article Critiques and Term Paper, refer to the lecture and assigned readings on qualitative research to assess the quality and credibility of qualitative methods and analysis. Do NOT apply the same strategies for critiquing quantitative studies that examine causal relationships between independent and dependent variables. Qualitative studies do not have independent and dependent variables.

4. One Term Paper and Panel Presentation (total of 100 points: 80 points written and 20 points oral; 33.3% of final grade)

Each student will write an individual Term Paper that is a systematic review of a group of studies that attempt to answer the same/similar research question on a specific health promotion topic. Students may include qualitative studies in their review, but they are not required. A good example/model of a systematic review to use for this assignment is the reading in the syllabus by Turner and colleagues (2005) on the effectiveness of community-based programs to promote the use of car seat restraint in children.
Each student will submit a written description of the term paper topic by Oct 5. The written description should include:

1. A detailed description of their topic and/or outline of the paper (using the outline provided in the syllabus).
2. A list of some original research articles (citations and/or abstracts) on their selected topic to provide evidence that published articles are available.

Each student will submit a hard copy of their Term Paper in class on November 30. The paper should be a maximum of 15 pages and is worth a maximum of 80 points. The systematic 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 attend a drop-in session/workshop or meet individually with the MEZCOPH liaison librarian, Jean McClelland. The librarian will provide guidance on advanced database searching and bibliographic management.

MEZCOPH Liaison Librarian
Jean McClelland
(520) 626-7508
jmcc@email.arizona.edu

For References: The Term Paper should include a formatted reference section at the end of the paper. Similar to the American Journal of Public Health (AJPH), students are required to use the American Medical Association (AMA) Style Manual 10th Edition for formatting references. There are several useful online resources about the AMA Style Guide, including:

- [http://library.nymc.edu/informatics/amastyle.cfm](http://library.nymc.edu/informatics/amastyle.cfm)

Students are encouraged to find other guides and/or seek the assistance of the MEZCOPH liaison librarian. A hard copy of the AMA Style Guide is available at the Information Desk of the AHSL-Tucson (call number WZ 345 A511m 2007 c.2). Journal title abbreviations are available at the U.S. National Library of Medicine website. Enter journal titles at [http://www.ncbi.nlm.nih.gov/journals](http://www.ncbi.nlm.nih.gov/journals) to obtain title abbreviations. Refer to articles published in AJPH and other public health and biomedical journals for examples of formatting citations in text and creating reference lists using the AMA Style Guide.

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

a) Background on selected topic
b) Purpose of systematic review and significance in public health (i.e., why is the systematic review important in public health?)
c) *Selection of articles/studies (i.e., selection process, relevance of articles)
d) Brief description of research designs/methods used by the studies
e) Summary of major findings across the studies
f) Major strengths and limitations of the studies
g) Ethical and/or social justice issues raised by the review
h) Recommendations for public health practice based on results from the review
i) Suggestions for future research based on results from the review
To receive full credit for selection of articles, students must attend a drop-in session or individual meeting with the MEZCOPH liaison librarian (Jean) by November 16 (before the deadline for the Term Paper). Records of attendance will be submitted to the instructor.

Each student will give a 10-minute presentation, consisting of an “executive summary” of their term paper, and respond to questions as time permits. PowerPoint slides are required and a printed copy of the slides must be submitted to the instructor on the day of the presentation. The presentation is worth a maximum of 20 points.

The individual presentation should include the following (20 points):
  a) Brief description of specific topic  
  b) Selection of articles/studies  
  c) Major findings across studies  
  d) Critique of studies  
  e) Recommendations for public health practice  
  f) Suggestions for future research

5. Class Attendance/Participation  
(total of 30 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 a religious holiday/special event, 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/or supplemental readings.

GRADING SCALE/STUDENT EVALUATION AND POLICIES: Students will be evaluated based on their performances on several assignments (some include presentations). Late assignments will be penalized by 10% for each extra day. Assignments are considered late if they are turned in after the class meeting has ended. Participation in class discussions will also be included in the final grade. Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies. University policy regarding grades and grading systems is available at: http://catalog.arizona.edu/policy-type/grade-policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper #1</td>
<td>10 points</td>
</tr>
<tr>
<td>Reflection Paper #2</td>
<td>20 points</td>
</tr>
<tr>
<td>Group Case Study (60 pts written, 20 pts oral)</td>
<td>80 points</td>
</tr>
<tr>
<td>One Written Article Critique (40 pts written, 20 pts oral)</td>
<td>60 points</td>
</tr>
<tr>
<td>One Term Paper (80 pts written, 20 pts oral)</td>
<td>100 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>30 points</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS FOR CLASS = 300 points

A = 270-300 pts; B = 240-269 pts; C = 210-239 pts; D = 180-209 pts; Failure < 180 pts

TELEPHONE AND COMPUTER USE: All cell/smart phones must be set to silent or vibrate in order to not disrupt the class and disturb fellow students and the instructor. The use of laptop/tablet computers is limited to taking notes, scanning completed assignments, participating in classroom exercises, and reviewing assigned readings, lecture slides, and other postings to the D2L course site. They may not be used to check email, read/post to Facebook, chat online, search the internet, read unrelated materials, play games, and other activities that
cause distractions (except during class breaks). If students violate this policy, they may not be allowed to use their devices during class.

**COMMUNICATIONS:** All students are responsible for reading emails sent to their UA account from the instructor and the announcements that are placed on the course web site. Information about readings, assignments, grades, news events, and other course related topics will be communicated to students using those electronic methods. The official policy may be found at: [https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students](https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students)

**DISABILITY ACCOMMODATION:** It is the University’s goal that learning experiences be as accessible as possible. If a student anticipates or experiences physical or academic barriers based on disability or pregnancy, please meet with the instructor at the beginning of the semester. The instructor would like to discuss ways to ensure the student’s full participation in the course. 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 notify the instructor of their eligibility for reasonable accommodations. The instructor will then help coordinate the accommodations. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/students](http://drc.arizona.edu/students)

**CODE OF ACADEMIC INTEGRITY:** Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)

**PLAGARISM:** In this course, if plagiarism or other cheating is detected on an assignment, the student will receive a verbal warning and be required to redo the assignment with the deduction of one letter grade for that assignment. A second offense will result in an automatic failure for that assignment as well as a written warning and a report to the Program Director, Department Chair, Dean of the College of Public Health, and Assistant Dean of Students and Alumni Affairs. A third offense will result in automatic course failure and a report to the Program Director, Department Chair, Dean of the College of Public Health, and Assistant Dean of Students and Alumni Affairs. The following are examples of plagiarism.

- Copying and pasting information from a web site or another source, and then revising it so that it looks like the student’s original idea.
- Doing an assignment/paper test with a classmate and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like the student’s own work or ideas.
- Paraphrasing a passage without citing it, so that it looks like the student’s own work.
- Hiring another person to do the student’s work for them, or purchasing a paper through any on- or off-line sources.
- Using 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: The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at:
http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines
Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting and the Policy on Threatening Behavior by Students found at http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.
Consequences for inappropriate classroom behavior (i.e., loss of points on an assignment, grade zero on an assignment, and/or fail course) will be determined by the instructor.

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 the concerns directly to the person responsible for the action, or with the student’s Faculty Advisor, Program Director, Department Chair, Assistant Dean for Student and Alumni Affairs, 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 found at http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy.

GRADE APPEAL POLICY: A student may appeal a grade by using established procedures. The grade appeal policy is available at http://catalog.arizona.edu/policy/grade-appeal.


UA SMOKING AND TOBACCO POLICY: The purpose of the UA Smoking and Tobacco Policy is to establish the UA’s commitment to promoting the health of faculty, staff, students, and visitors on campus and in its vehicles. The UA prohibits the use of products that contain tobacco or nicotine, including cigarettes, cigars, pipes, bidis, kreteks, hookahs, water pipes, and all forms of smokeless tobacco. Exceptions to the policy and other information are found at http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy. Littering the campus with the remains of tobacco or smoking-related products is also prohibited.

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 by the instructor.
HPS 531: Contemporary Health Issues and Research
ASSIGNED READINGS – FALL 2017

AUGUST 24

Introduction and Health Promotion Framework
No assigned readings. The following short article will be discussed in class.


AUGUST 31

Ethics, Social Justice, and Policy


Research Designs
**SEPTEMBER 7**

**Research Designs (Continued)**


**Meta-Analysis and Systematic Reviews**


**SEPTEMBER 14**

**Health Disparities and Participatory Research (Dr. Scott Carvajal)**


SEPTEMBER 21

Qualitative Research Methods and Analysis


SEPTEMBER 28

Evidence-Based Practice


OCTOBER 5

**Sexual Health**


---

OCTOBER 12

**Physical Activity (Dr. David Garcia)**


**OCTOBER 19**

**Diet and Nutrition (Dr. Tracy Crane)**


**OCTOBER 26**

**Interpersonal Violence**


NOVEMBER 2

Mental Health and Substance Use


NOVEMBER 9

Tobacco Use (Dr. Uma Nair)


