INSTRUCTIONAL MODALITIES AND COURSE FORMAT: This class will be taught Live Online (synchronous instruction). To be inclusive of the needs of all enrolled students, the live online class meetings and guest lectures will occur for a shorter time period (1 ½ hours) than the time period indicated in the course catalog. Students will dedicate the remaining time to online class activities and discussions throughout the week (asynchronous instruction). See the section on Online Class Discussions and Activities for more details.

CLASS MEETING TIMES AND LOCATION: All live online class meetings and guest lectures will occur on Thursdays at 1:00-2:30pm using the Zoom information provided in this syllabus.

ZOOM INFORMATION FOR CLASS MEETINGS:
Join Zoom Meeting: https://arizona.zoom.us/j/94787709074
Password: 944655
One tap mobile
+16027530140,,94787709074# US (Phoenix)
+13462487799,,94787709074# US (Houston)
Meeting ID: 947 8770 9074

EQUIPMENT AND SOFTWARE REQUIREMENTS: For this class, students will need daily access to the following hardware: computer/laptop or web-enabled device with webcam and microphone, regular access to reliable internet signal, and ability to use Zoom and the D2L course page and download and review posted materials (i.e., readings, web links, recordings, and transcriptions).

INSTRUCTOR:
Nicole P. Yuan, PhD, MPH
Phone: (520) 626-7215
Email: nyuan@arizona.edu

INSTRUCTOR AVAILABILITY: Virtual office hours will be held using Zoom on Wednesdays at 12:00-2:00pm and by appointment.

ZOOM INFORMATION FOR OFFICE HOURS:
Join Zoom Meeting: https://arizona.zoom.us/j/98010582687
Password: 016928
One tap mobile
+16027530140,,98010582687# US (Phoenix)
+12532158782,,98010582687# US (Tacoma)
Meeting ID: 980 1058 2687
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 OBJECTIVES: During this course, each student will:
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.

EXPECTED LEARNING OUTCOMES (COMPETENCIES OBTAINED): Upon completion of this course, each student will be able to:

MPH Program Competencies
1. Evidence-based Approaches to Public Health
   1a. Select quantitative and qualitative data collection methods appropriate for a given public health context.
2. Public Health & Health Care Systems
   2a. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
3. Planning & Management to Promote Health
   3a. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
   3b. Select methods to evaluate public health programs.
4. Communication
   4a. Communicate audience-appropriate public health content, both in writing and through oral presentation.

MPH – HBHP Concentration Competencies
1. Identify basic theories, concepts and models that are used in health behavior and health promotion practice.
2. Evaluate the evidence for the effectiveness of public health promotion programs or practices.
3. Identify the ethnic, cultural, social, historical, and political influences and biases that impact health care or health status of US populations.
4. Describe ethical principles guiding public health program planning, implementation or evaluation.

COURSE NOTES, RECORDINGS AND TRANSCRIPTIONS: Notes are not provided. Copies of most PowerPoint presentations will be available on the D2L course site. See section on Assigned Readings for instructions on how to login to D2L. All class meetings and guest lectures will be recorded and transcribed. The recordings and transcriptions will be posted to D2L.

ASSIGNED 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 required readings, lecture slides, recordings, and transcriptions, handouts, and other documents. If emails are sent from D2L, the messages will be delivered to the receiver’s @arizona.edu account.

**COURSE REQUIREMENTS:**

**All written assignments** in this course will be evaluated on organization, formatting, spelling, and grammar. All written assignments in this course must be submitted to D2L by 11:59pm MST on the date that 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, and include page numbers. All papers must include the student’s name, date, course name, and title for the assignment on the first page. Title pages are not required except for the Term Paper. All electronic files must follow this naming convention: student’s first initial (space) last name (space) title of assignment. For example, “N Yuan_Reflection Paper 1.”

**For all references and reference lists:** Each Reflection Paper and Article Critique must include the complete citation of the selected article. If students have multiple references for those assignments, they must create a reference list on separate pages (i.e., not included in the page limit). Reference lists are also required for the Case Study Written Response and Written Term Paper. For this course, 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

- https://guides.lib.berkeley.edu/publichealth/amastyleguide

Students are encouraged to find other guides and/or seek assistance from the MEZCOPH liaison librarian. 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 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.

**All slide show presentations** in this course must be recorded using one of two approaches. Students may record a slide presentation with narration in Microsoft Office PowerPoint. Here is one resource on how to use this approach: https://support.microsoft.com/en-us/office/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c. Or students may record a slide presentation using Zoom videoconferencing and the screen sharing option. Here is one resource on how to use this approach:

https://www.uhd.edu/computing/services-training/training/Documents/zoom_record_presentations.pdf

Students are encouraged to prepare their presentations in advance so that they have sufficient time for conducting some practice recordings before they record the final version. For all slide show presentations, students must submit copies of the recorded presentation and the PowerPoint slides.

1. **Two Reflection Papers**

   (total of 50 points; RP #1 is 15 points and RP #2 is 35 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 must be submitted to D2L by 11:59pm MST on Wednesday, Sept 9, and must be written on one article assigned for the Sept 10 class meeting. The second Reflection Paper must be submitted to D2L by 11:59pm MST on Wednesday, Sept 30, and must be written on one article assigned for the Oct 1 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?)

Grading for Reflection Paper #1 (15 points): Students must submit two copies of their paper to D2L. One copy should include their name on it. The second copy should be anonymous (their name is remove). During an online discussion forum, students will read one of the papers written by a classmate (anonymous copy) and respond to some questions provided by the instructor. Points will be received under Online Discussions and Activities. The paper is worth a maximum of 15 points.

Grading for Reflection Paper #2 (35 points): Students must submit one copy of their Reflection Paper #2 to D2L. The paper is worth a maximum of 35 points.

2. Group Case Study Written Response and Presentation (total of 90 points; 60 points written and 30 points presentation; 18% of final grade)
In the beginning of the semester, students will be assigned to groups of 3 students (total of 6 groups). Students will work with their group outside of the class meetings. Each group will conduct a case study analysis of a specific public health promotion program or practice to address the following hypothetical situation: “You have been asked by a health department director to determine whether the health department should support the implementation of X program or practice.” The purpose of the case study assignment is to apply key concepts learned in the course to real world health promotion programs. Students will determine the effectiveness of the selected program or practice based on the critique of 1-2 research studies.

Each member of the group will submit a copy of the group’s Written Response to the items listed in the syllabus by 11:59pm MST on Wed, Sept 23. This means that three students will submit a copy of the same Written Response. The multiple copies will help facilitate grading on D2L. Written Responses may be provided using bullet points and short phrases instead of complete paragraphs. The Written Response must not be longer than 5 pages and is worth a maximum of 60 points. A reference list must be included and may be provided on separate page(s). The reference list must be formatted in AMA style.

The Case Study Written Response must include the following (60 points):
   a) Brief background on the health problem(s) and population(s) that the program or practice targets.
   b) Brief description of how much research/evaluation has been conducted on X program or practice during the past 5 years.
   c) Identification of one study that examined the effectiveness of the program.
      a. Include the authors' names and purpose of the study.
   d) Brief description of the methods and findings from the study.
   e) Brief critique of the selected study.
a. For quantitative studies, identify some threats and controls for internal and external validity.
b. For qualitative studies, identify some strengths and weaknesses of the quality and credibility of the methods and analysis
f) Selection of one of the following recommendations for the health department director and reasons for selecting that recommendation. Recommendation options are:
   a) yes, implement the program with the local community,
   b) implement the program with some identified cautions, or
   3) do not implement the program until more research is conducted.
g) Reference list.

Each group will create a Recorded Slide Presentation about their Case Study based on their Written Response. Each recorded presentation should not be longer than 10 minutes and is worth a maximum of 30 points. Each member of the group must submit copies of the Recorded Slide Presentation and PowerPoint slides on D2L by 11:59pm MST on Wed, Sept 23.

All members of the group will receive the same grades for the Written Response and Slide Presentation. 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. Individual Article Critique Paper and Pairs Presentation (total of 100 points; 65 points written and 35 points presentation; 20% of final grade)
For one of the six special health promotion topics covered during the second half of the semester (i.e., physical activity, diet and nutrition, sexual health, interpersonal violence, mental health and substance use, tobacco use), each student will write a scholarly critique on one of the assigned readings for that specific class meeting. Students will submit a list of assigned readings they want to focus on for their Article Critique early in the semester. The instructor will compare the lists and assign two students to each assigned reading based on students’ preferences.

Each student will write their Article Critique Paper independently (i.e., write an individual paper). The paper must not be longer than 5 pages and is worth a maximum of 65 points.

In the assigned pairs, students will create a Recorded Slide Presentation based on their critiques. Each presentation should not be longer than 10 minutes and is worth a maximum of 35 points. Both students will receive the same grade. Copies of each student’s Article Critique paper, the Recorded Slide Presentation, and PowerPoint slides must be submitted on D2L by 11:59pm MST on the Wednesday before the article is assigned on the reading list.

The Article Critique Papers and Recorded Slide 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) Brief summary of the study findings
f) 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.
g) 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.
h) 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
i) Reference list if have more than one reference

For the Article Critique Paper 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. Pairs Term Paper and Presentation
   (total of 162 points; 130 points written and 32 points presentation; 32% of final grade)
Pairs of students will write one Term Paper together that is a systematic review of a group of
studies that attempt to answer the same research question on a specific health promotion topic.
Students may include qualitative studies in their review, if they wish. 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 pair of students will submit a description of the term paper topic and/or outline on D2L by
11:59pm on Wed, Oct 21. The written description should include:
   1. Names of the two students in the group.
   2. Description of selected topic and/or outline of the paper (using the outline provided in the
      syllabus).
   3. List of some original research articles (citations and/or abstracts) on the selected topic to
      provide evidence that published articles are available.

Each student will submit a copy of their Term Paper on D2L by 11:59pm on Wednesday, Nov
18. The paper should be a maximum of 15 pages and is worth a maximum of 130 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 Zoom session or individual Zoom meeting with the
MEZCOPH liaison librarian, Jean McClelland, by Thursday, Nov 11 (one week before the
deadline for the Term Paper). The librarian will provide guidance on advanced database
searching and bibliographic management. Attendance at the Zoom session or individual
meeting will be recorded and will count towards full points for the selection of articles for the
Term Paper (see * on paper outline on next page).

MEZCOPH Liaison Librarian: Jean McClelland, (520) 626-7508, jmcc@email.arizona.edu
Each pair is also required to participate in a Zoom meeting with the instructor. The purpose of the meeting is to provide an update on progress on the assignment and receive feedback from the instructor. Students are responsible for scheduling the meeting which must be conducted by Thursday, Nov 11 (one week before the deadline for the Term Paper). Students will receive points towards the Term Paper for fulfilling this requirement.

The Written Term Paper should include the following sections (130 points):
   a) Title page (title of paper, names of students, date, course number and title, instructor name)
   b) Background on selected topic
   c) Purpose of your systematic review and significance in public health (i.e., why is your systematic review an important contribution to public health?)
   d) 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
   j) Brief conclusion
   k) Reference list
   l) Meeting with instructor to provide progress update and obtain feedback

Each pair of students will create a Recorded Slide Presentation based on their Term Paper. Each presentation should not be longer than 10 minutes and is worth a maximum of 32 points. Both members of the group will receive the same presentation grade. Copies of the Recorded Slide Presentation and PowerPoint slides must be submitted on D2L by 11:59pm on Wednesday, Nov 18.

The Recorded Slide Presentation should include the following (32 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
   g) List of references for information provided on slides
   h) Two questions to facilitate discussion

5. Online Class Discussions and Activities
   (total of 70 points; 5 points each x 14 weeks; 14% of final grade)
Each student must post responses to online Class Discussions or Activities on D2L by 11:59pm MST on Wednesdays of each week. The first one will be due by 11:59pm MST on Wed, Sept 2. Instructions for the online Class Discussions and Activities will be posted every Friday with the first one posted on Fri, Aug 28. The instructions will vary, but the Discussion or Activity will be tied to lectures, course materials, and/or assigned readings. Some Discussions and Activities will include responses to another student’s posting. Responses should consist of more than one sentence and provide sufficient explanation of ideas. Responses that reply to another student’s posting should include some original ideas, opinions, or examples. Each online Class Discussion or Activity is worth a maximum of 5 points. There will be 14 online Class Discussions and Activities, resulting in a total of a maximum of 70 points.
6. Class Attendance and Brief Personal Statements (if Absent)  
(total of 28 points; 2 pts x 14 class meetings; 6% of final grade)
Students must attend all live online class meetings, including live online guest lectures. Attendance will be taken during each class meeting. Students will receive 2 points for attending each class meeting. There are 14 class meetings, resulting in a maximum of 28 points. Students must notify the instructor if they are unable to attend a class meeting due to a COVID-related or other unusual situation, religious holiday, special event, or emergency. If a student is absent from a class meeting, they must watch the recording or read the transcription of the class meeting and submit a Brief Personal Statement on D2L by 11:59pm MST on the Wednesday after the class meeting that the student missed. The Brief Personal Statement should consist of 2-5 sentences describing one thing that the student learned from the class meeting that is relevant to their interests and/or professional goals. Each Brief Personal Statement is worth 2 points.

GRADING SCALE AND POLICIES: Students will be evaluated based on their performances on several assignments (some include presentations) and online discussions and activities. Late assignments will be penalized by 10% for each extra day. Assignments are considered late if they are submitted to D2L after the deadline. Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete](http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete) and [http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal](http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal) respectively. University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies)

A =450-500 pts; B = 449-400 pts; C = 399-350 pts; D = 349-300 pts; Failure < 299 pts

REQUIRED ASSIGNMENTS: The following is a list of required assignments. There is no final exam in this course. Participation in class discussions will be included in the final grade.

<table>
<thead>
<tr>
<th>Assessment Method (#)</th>
<th>Deadlines</th>
<th>Points</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Papers (RP #1 and 2)</td>
<td>RP #1: 11:59pm MST on Wed, Sept 9  &lt;br&gt; RP #2: 11:59pm MST on Wed, Sept 30</td>
<td>RP #1:15 pts&lt;br&gt; RP #2: 35 pts &lt;br&gt;Total = 50 pts</td>
<td>10%</td>
</tr>
<tr>
<td>Group Case Study - Written</td>
<td>11:59pm MST on Wed, Sept 23</td>
<td>60 pts</td>
<td>18%</td>
</tr>
<tr>
<td>Group Case Study - Presentation</td>
<td>11:59pm MST on Wed, Sept 23</td>
<td>30 pts &lt;br&gt;Total = 90 pts</td>
<td>18%</td>
</tr>
<tr>
<td>Article Critique – Written</td>
<td>11:59pm MST on the Wed before the article is assigned on the reading list</td>
<td>65 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Article Critique – Presentation</td>
<td>11:59pm MST on the Wed before the article is assigned on the reading list</td>
<td>35 pts &lt;br&gt;Total = 100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>MPH Competencies</td>
<td>HBHP Competencies</td>
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<tr>
<td>Reflection Papers</td>
<td>2a, 3a, 4a</td>
<td>3, 4</td>
<td></td>
</tr>
<tr>
<td>Group Case Study Written</td>
<td>1a, 3a, 3b, 4a</td>
<td>1, 2, 3</td>
<td></td>
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<tr>
<td>Group Case Study Oral</td>
<td>1a, 3a, 3b, 4a</td>
<td>1, 2, 3</td>
<td></td>
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<tr>
<td>Article Critique Written</td>
<td>1a, 4a</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>Article Critique Oral</td>
<td>1a, 4a</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>Term Paper Written</td>
<td>1a, 2a, 3a, 3b, 4a</td>
<td>1, 2, 3, 4</td>
<td></td>
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<tr>
<td>Term Paper Oral</td>
<td>1a, 2a, 3a, 3b, 4a</td>
<td>1, 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>Online Discussions and Activities</td>
<td>1a, 2a, 3a, 3b, 4a</td>
<td>1, 2, 3, 4</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>COURSE SCHEDULE AND ASSIGNMENT DEADLINES FOR FALL 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Live Online Class Meeting</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>August 27</td>
</tr>
</tbody>
</table>
| September 3 | Ethics, Social Justice, and Policy | Jean McClelland (Live) | Deadline: Submit to D2L by 11:59pm on Wed, Sept 9 (day before class meeting)  
1. ENTIRE class submit Reflection Paper #1. |
| September 10 | Research Designs | | |
| September 17 | Research Designs (Continued); Health Disparities | Dr. Scott Carvajal (Live or Prerecorded) | Deadline: Submit to D2L by 11:59pm on Wed, Sept 16 (day before class meeting)  
1. ENTIRE class submit Article Critique Priority List. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Participatory Research; Qualitative Research</td>
<td>Deadline: Submit to D2L by 11:59pm on Wed, Sept 23 (day before class meeting)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. ENTIRE class submit Case Study Written Response.</td>
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<tr>
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<td></td>
<td>2. ENTIRE class submit recorded Case Study presentation and slides.</td>
</tr>
<tr>
<td>October 1</td>
<td>Meta-Analysis, Systematic, and Scoping Reviews</td>
<td>Deadline: Submit to D2L by 11:59pm on Wed, Sept 30 (day before class meeting)</td>
</tr>
<tr>
<td></td>
<td>Case Study Presentations</td>
<td>1. ENTIRE class submit Reflection Paper #2.</td>
</tr>
<tr>
<td>October 8</td>
<td>Physical Activity</td>
<td>Dr. David Garcia (Live)</td>
</tr>
<tr>
<td>October 15</td>
<td>Diet and Nutrition</td>
<td>Dr. Cyndi Thomson (Live)</td>
</tr>
<tr>
<td>October 22</td>
<td>Sexual Health</td>
<td>Deadline: Submit to D2L by 11:59pm on Wed, Oct 21 (day before class meeting)</td>
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<tr>
<td></td>
<td></td>
<td>1. ENTIRE class submit topic description or outline for Term Paper.</td>
</tr>
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<td></td>
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<td>See Note 1.</td>
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<tr>
<td>October 29</td>
<td>Interpersonal Violence</td>
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<td>November 5</td>
<td>Mental Health and Substance Use</td>
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<tr>
<td>November 12</td>
<td>Tobacco Use</td>
<td>Dr. Uma Nair (Live or Prerecorded)</td>
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<tr>
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<td>See Note 1.</td>
</tr>
<tr>
<td>November 19</td>
<td>Term Paper Presentations #1</td>
<td>Deadline: Submit to D2L by 11:59pm on Wed, Nov 18 (day before class meeting)</td>
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<tr>
<td></td>
<td></td>
<td>1. ENTIRE class submit Written Term Paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. ENTIRE class submit recorded Term Paper presentation and slides.</td>
</tr>
<tr>
<td>November 26</td>
<td>Thanksgiving Break</td>
<td>NO CLASS MEETING</td>
</tr>
</tbody>
</table>
Note 1. Article Critique Papers, Recorded Slide Presentations, and PowerPoint slides must be submitted to D2L by 11:59pm on the Wednesday before the class meeting that the article is assigned in the reading list.

COVID-19 RESOURCES AND CAMPUS HEALTH SERVICES: Visit the UA Arizona COVID-19 page for regular updates about the University’s COVID-19 responses. COVID-19 testing is available at Campus Health but call ahead at (520) 621-9202 before you visit in person. Campus Health provides quality medical and mental health care for students. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

COMMUNICATIONS: All students are responsible for reading emails sent to their UA account from the instructor and the announcements that are placed on the D2L course web site. Information about readings, assignments, online class activities, grades, 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

INCLUSION AND DIVERSITY: This course promotes inclusion and diversity by creating a safe and welcoming environment for everyone. Students may share their preferred name and pronouns with the instructor and classmates, as desired. All gender identities and gender expressions will be honored in this course. Because the course includes group work and discussion, students are expected to help maintain a learning environment of inclusion and mutual respect.

CONTENT ADVISORY GUIDELINE: This course will contain some material that may evoke prior traumatic experiences, including lectures, discussion and readings on interpersonal violence, mental health, and substance use. Students are encouraged to talk with the instructor at the beginning of the semester about alternate materials, if such is possible, since students will remain responsible for the requirements of the course.

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 sounds 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.

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, kretaks, hookahs, water pipes, and all forms of smokeless tobacco. The official policy can be 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.

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.

OTHER UNIVERSITY COURSE POLICIES: List of individual course policies are available at: https://academicaffairs.arizona.edu/syllabus-policies. The list includes Absence and Class Participation Policies, Threatening Behavior Policy, Accessibility and Accommodations Policy, Code of Academic Integrity, Nondiscrimination and Anti-Harassment Policy, and Subject to Change Statement.