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 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
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. Policy in Public Health
   4a. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

5. Leadership
   5a. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.

6. Communication
   6a. 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: 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 REQUIREMENTS:
1. Two Reflection Papers (total of 35 points; RP #1 is 15 points and RP #2 is 20 points; 11.6% 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 12, and must be written on one article assigned for the Sept 12 class meeting. The second Reflection Paper is due on Oct 3, and must be written on one article assigned for the Oct 3 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 bring two hard copies of their paper to class. One copy should not include the student's name on them because they will be shared with the class. During the class period, students will read a paper written by one 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 participating in the discussion. The instructor will grade each student’s paper which will be worth a maximum of 10 points.

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.

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.

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. 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://obu.edu/library/files/2016/05/AMA-Style-Guide.pdf

Students are encouraged to find other guides and/or seek assistance from 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 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.

2. Group Case Study Written Response and Presentation (total of 75 points; 55 points written and 20 points oral; 25% of final grade)
In the beginning of the semester, students will be assigned to groups of 3 students. Students will work with their group during allotted class time and outside of class. Each group will conduct a case study analysis of an existing health promotion program or type of health promotion
program (i.e., afterschool programs) 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 X type of program.” Each group will select a health promotion program or type of health promotion program and submit a brief description of it to the instructor by the end of the class meeting on Sept 12. 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 type of program based on the critique of 1-2 research studies.

Each group will submit one hard copy of a typed Written Response to the items listed in the syllabus on September 26. Written Responses may be provided using bullet points and short phrases instead of paragraphs. The Written Response must not be longer than 6 pages and is worth 55 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 (55 points):
   a) Brief background on the health problem(s) and population(s) that the program targets.
   b) Brief description of how much research/evaluation has been conducted on X program during the past 5 years.
   c) Identification of 1-2 studies that examined the effectiveness of the program. Include the authors’ names and purpose of the study.
   d) Brief description of the methods and findings from the study(studies).
   e) Brief critique of the selected study(studies). For quantitative studies, identify some threats and controls for internal and external validity. 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 explanation why selected that recommendation. Recommendations are: 1) yes, implement the program with the local community, 2) implement the program with some identified cautions, or 3) do not implement the program until more research is conducted. If choose recommendation 3), provide description of what kind of future research is needed.
   g) Reference list.

Each group will give an Oral Presentation about their case study based on their Written Response. Each presentation should not be longer than 10 minutes and is worth 20 points. Some amount of time will be dedicated for discussion after each presentation. PowerPoint slides are required and a copy must be turned in on the day of the presentation (Sept 26 or Oct 3). Students are encouraged to use creative ways to present their case studies. For example, they may use videos, role-plays, and/or other engaging activities.

All members of the group will receive the same grades for the Written Response and Oral 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. 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., 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 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, 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) 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 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
(tot al of 100 points: 80 points written and 20 points oral; 33.3% 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/similar 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 written description of the term paper topic by **Oct 17**. The written description should include:

1. Names of the two students in the group.
2. Detailed 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 pair of students will submit one hard copy of their Term Paper in class on **November 21**. 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

The Written Paper should include the following sections (80 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

* To receive full credit for selection of articles, students must attend a drop-in session or individual meeting with the MEZCOPH liaison librarian (Jean McClelland) by **November 14** (one week before the deadline for the Term Paper). Records of attendance will be submitted to the instructor.

Each pair of students will present their Term Paper during one of the last two class meetings. PowerPoint slides are required and one printed copy of the slides must be submitted on the day of the presentation. The presentation is worth a maximum of 20 points. Both members of the group will receive the same presentation grade.
The Oral Presentation and slides 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 

g) List of references for information provided on slides 

h) Two questions to facilitate class discussion 

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. 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

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

REQUIRED EXAMINATIONS, PAPERS, AND PROJECTS: 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>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Papers (2)</td>
<td>Reflection Paper #1 - Sept 12</td>
<td>Reflection Paper #1 = 15 pts</td>
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<tr>
<td></td>
<td>Reflection Paper #2 – Oct 3</td>
<td>Reflection Paper #2 = 20 pts</td>
</tr>
<tr>
<td>Group Case Study Written</td>
<td>Sept 26</td>
<td>55 pts</td>
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<tr>
<td>Group Case Study Oral Presentation</td>
<td>Sept 26 or Oct 3 depending on assigned day for presentation</td>
<td>20 pts</td>
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<tr>
<td>Article Critique Written</td>
<td>Day that the article is assigned on the reading list.</td>
<td>40 pts</td>
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<tr>
<td>Article Critique Oral Presentation</td>
<td>Day that the article is assigned on the reading list.</td>
<td>20 pts</td>
</tr>
<tr>
<td>Term Paper Written</td>
<td>Nov 21</td>
<td>80 pts</td>
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<tr>
<td>Term Paper Oral Presentation</td>
<td>Nov 21 or Dec 5 depending on assigned day for presentation.</td>
<td>20 pts</td>
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<tr>
<td>Class Participation</td>
<td>Every class meeting</td>
<td>30 pts</td>
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<tr>
<td><strong>Total possible points</strong></td>
<td><strong>300 pts</strong></td>
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<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, 6a</td>
<td>3, 4</td>
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<tr>
<td>Group Case Study Written</td>
<td>1a, 3a, 3b, 4a, 5a, 6a</td>
<td>1, 2, 3</td>
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<tr>
<td>Group Case Study Oral</td>
<td>1a, 3a, 3b, 4a, 5a, 6a</td>
<td>1, 2, 3</td>
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<tr>
<td>Article Critique Written</td>
<td>1a, 6a</td>
<td>1, 2</td>
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<tr>
<td>Article Critique Oral</td>
<td>1a, 6a</td>
<td>1, 2</td>
</tr>
<tr>
<td>Term Paper Written</td>
<td>1a, 2a, 3a, 3b, 4a, 5a, 6a</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Term Paper Oral</td>
<td>1a, 2a, 3a, 3b, 4a, 5a, 6a</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Class Participation</td>
<td>All competencies identified for course</td>
<td>All competencies identified for course</td>
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</tbody>
</table>

### COURSE SCHEDULE AND ASSIGNMENT DEADLINES FOR FALL 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Guest Speaker</th>
<th>Assignment(s) Due in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Introduction and Health Promotion Framework</td>
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</tr>
<tr>
<td>September 5</td>
<td>Ethics, Social Justice, and Policy</td>
<td>Jean McClelland</td>
<td>1. ENTIRE class turn in Reflection Paper #1.</td>
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<tr>
<td>September 12</td>
<td>Research Designs</td>
<td></td>
<td>1. ENTIRE class turn in Article Critique Priority List.</td>
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<tr>
<td>September 12</td>
<td></td>
<td></td>
<td>1. ENTIRE class turn in topics for Case Study by the end of class meeting.</td>
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<tr>
<td>September 19</td>
<td>Research Designs (Continued); Health Disparities</td>
<td>Dr. Scott Carvajal</td>
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<tr>
<td>September 26</td>
<td>Participatory Research; Qualitative Research</td>
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<td>1. ENTIRE class turn in Case Study Written Response.</td>
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<td></td>
<td>Case Study Presentations 1</td>
<td></td>
<td>2. Groups that are presenting the Case Study turn in a copy of their slides.</td>
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<tr>
<td>October 3</td>
<td>Meta-Analysis, Systematic Review, and Scoping Review; Evidence-Based Practice</td>
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<td>1. ENTIRE class turn in Reflection Paper #2.</td>
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<tr>
<td></td>
<td>Case Study Presentations 2</td>
<td></td>
<td>2. Groups that are presenting the Case Study turn in a copy of their slides.</td>
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<tr>
<td>October 10</td>
<td>Physical Activity</td>
<td>Dr. David Garcia</td>
<td>See Note 1.</td>
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<tr>
<td>October 17</td>
<td>Diet and Nutrition</td>
<td>Dr. Tracy Crane</td>
<td>See Note 1.</td>
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<td>October 24</td>
<td>Sexual Health</td>
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<td>See Note 1.</td>
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<tr>
<td>October 31</td>
<td>Interpersonal Violence</td>
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<td>See Note 1.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructor</td>
<td>Notes</td>
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<tr>
<td>November 7</td>
<td>Mental Health and Substance Use</td>
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<td>See Note 1.</td>
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<tr>
<td>November 14</td>
<td>Tobacco Use</td>
<td>Dr. Uma Nair</td>
<td>1. ENTIRE class complete library requirement.</td>
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<td>See Note 1.</td>
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<tr>
<td>November 21</td>
<td>Term Paper Presentations #1</td>
<td></td>
<td>1. ENTIRE class turn in Written Term Paper.</td>
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<td>2. Groups that are presenting turn in a copy of their slides.</td>
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<tr>
<td>November 28</td>
<td>Thanksgiving Break</td>
<td></td>
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<tr>
<td>December 5</td>
<td>Term Paper Presentations #2</td>
<td></td>
<td>1. Groups that are presenting turn in a copy of their slides.</td>
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<td></td>
<td></td>
<td></td>
<td>2. ENTIRE class complete online TCE and end-of-semester evaluation.</td>
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</tbody>
</table>

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

**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, 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)

**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.

**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 pronoun with the instructor and classmates, as desired, and the gender identities and gender expressions will be honored in this course. Because the course includes group work and in-class discussion and exercises, students are expected to help maintain a learning environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they.”

**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, 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](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](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](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](https://academicaffairs.arizona.edu/syllabus-policies). The policies include Absence and Class Participation, Threatening Behavior Policy,
Accessibility and Accommodations, Code of Academic Integrity, Nondiscrimination and Anti-Harassment Policy, and Subject to Change Statement.
## AUGUST 29

**Introduction and Health Promotion Framework**

No assigned readings. The following short article will be discussed in class.


## SEPTEMBER 5

**Ethics, Social Justice, and Policy**


Research Designs


Health Disparities (Dr. Scott Carvajal)


**Participatory Research**


**Qualitative Research Methods and Analysis**


**Meta-Analysis, Systematic Review, and Scoping Review**


**Evidence-Based Practice**

OCTOBER 10

Physical Activity (Dr. David Garcia)


OCTOBER 17

Diet and Nutrition (Dr. Tracy Crane)


**OCTOBER 24**

**Sexual Health**


**OCTOBER 31**

**Interpersonal Violence**


**NOVEMBER 7**

**Mental Health and Substance Use**


**NOVEMBER 14**

**Tobacco Use (Dr. Uma Nair)**

