SYLLABUS
Health Behavior Health Promotion Seminar HPS 696L
Spring 2020

Time: Wed. 12:00 – 12:50 p.m.

Location: Drachman Hall A122
Drachman Hall A114 (College-wide seminar)

Instructor:
David O. Garcia, PhD, FACSM
Assistant Professor, Health Promotion Sciences
College of Public Health
Email: davidogarcia@email.arizona.edu
Phone: 520-626-4641

Office Hours:
Office: Collaboratory, Abrams Bldg.
3950 S. Country Club, Suite 330, Tucson, AZ 85714
Office Hours by appointment only: email Dr. Garcia

Catalog Description: This is a doctoral-level seminar that includes lectures and discussions led by local, national and international guest speakers on current topics in health behavior health promotion (HBHP) field and the broader field of public health.

Course Description: The course is combined with the College-wide seminars which are presentation topics selected by the College Departments. The course also serves as a forum for students to gain exposure to the content, methodology, and health theories that are each essential components to HBHP research. HBHP lectures and discussions will be in Drachman Hall A122 while College-wide lectures will be in room A114. The course is designed to stimulate curiosity and broaden students' knowledge of the field of HBHP and public health in general.

Course Prerequisites: Doctoral students in a health-related field.

Course Learning Objectives: Broader goals include that by the end of the course, students will be able to describe, understand, and critically assess health behavior health promotion research, particularly related to content area, research methodology, and theoretical frameworks. Students will also be able to articulate perspectives of health behavior health promotion within the broader public health field. More specifically, students are expected to be able to:

- Describe and critique research through written assignments on health behavior health promotion
- Describe and critique topics orally (respectful expression) in public health with particular lens from a health behavior health promotion perspective
- Identify and interact on forming new research themes or questions of investigation in health behavior health promotion scholarship.
**Course Notes/Texts/Readings:** Manuscripts and/or relevant readings weekly shared through D2L, no assigned textbook.

**Course Requirements:** Students are required to participate in each seminar presentation by actively listening and asking questions as appropriate. Students will complete an evaluation for each seminar presentation or provide a short critique of the research discussion on a D2L discussion board. Evaluations of presentations will be given at the beginning of each presentation and collected at the end of the presentation. It is the student's responsibility to arrive on time to collect the evaluation and to give it to the instructor before leaving, or provide their critique post discussion prior to the next schedule class (turned in through D2L). Signing in and a completed evaluation or subsequent D2L post on discussions are both required for each seminar to demonstrate attendance, engagement and participation.

**Grading/Student Evaluation:** The seminar is graded using the alternative grading scale (S-P-C-D-E). Grades are determined based on attendance and participation (75%) and seminar evaluations or posts to D2L discussion boards (25%). Students are required to attend/participate and submit evaluations or D2L posts on 100% of the college-wide seminars. An attendance roster must be signed at each week's seminar as verification of attendance. Students may not sign for other students. By signing the attendance roster, students are stating that they were present for the entire presentation or discussion.

You must notify the instructor of any absences via email prior to class; as a one credit course you can miss one week unexcused. Attending **less than 12 weeks** will result in a Failing grade. In rare occasions, if a student cannot attend a seminar session, substitution with another seminar may be appropriate. The student must discuss this option with the course instructor for prior approval (no exceptions) including why the scheduled seminar will be missed. The student will be asked to provide documentation of attendance at the alternate seminar and a one-page description of the seminar.

**Evaluation criteria:** Demonstration of critical thinking skills, completeness, demonstrated ability to follow assignment instructions, scientific integrity, and ability to assess findings, ability to summarize key points, and ability to apply scientific knowledge gained to public health as well as grammar/spelling/written, verbal and visual presentation of work.

**Class Attendance/participation**

- Attend class and participate in discussions and in-class activities.
- Participate and provide meaningful contributions to class discussions.
- Complete readings in advance of class in order to contribute to discussions.

**Absence and Class Participation Policy**
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: [http://catalog.arizona.edu/2015-16/policies/classatten.htm](http://catalog.arizona.edu/2015-16/policies/classatten.htm)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: [http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02](http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02)
Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

**Late work:** Late work will not be accepted. Assignments must be completed by the date assigned. Any exceptions must be presented to the instructor in writing prior to the assignment date. The instructor must give permission, in advance, to extend any due dates beyond the assigned deadline(s).

**Incomplete work/grades:** Incomplete work will not be accepted. Incomplete grades will be given only under special circumstances as outlined in University policy.

**Requests for incompleted (I) and withdrawal (W) must be made in accordance with University policies which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W) respectively.**

**Classroom Behavior Policy**
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

**Threatening Behavior Policy**
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self. See: [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**Accessibility and Accommodations**
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/](http://drc.arizona.edu/).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Code of Academic Integrity**
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA
Code of Academic Integrity as described in the UA General Catalog. See:
http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism available at:

**Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent.** Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

**UA Nondiscrimination and Anti-Harassment Policy**
The University is committed to creating and maintaining an environment free of discrimination,
http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Additional Resources for Students**
UA Academic policies and procedures are available at:
http://catalog.arizona.edu/2015-16/policies/aaiindex.html

Student Assistance and Advocacy information is available at:
http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

**Confidentiality of Student Records**
http://www.registrar.arizona.edu/ferpa/default.htm

**Subject to Change Statement**
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Seminar/Class</th>
<th>Class Assignment</th>
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<tbody>
<tr>
<td>Jan 15</td>
<td>A114</td>
<td><strong>Speaker &amp; Affiliation:</strong> Ana Martinez, Associate Professor Dept. of Community</td>
<td><strong>Topic:</strong> Will discuss her research on deported children</td>
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<td></td>
<td>Health and Prevention; Dornsife School of Public Health; Drexel University</td>
<td><em>Discussion post on D2L</em></td>
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<td>Jan 22</td>
<td>A122</td>
<td>Syllabus review/intros/class discussion</td>
<td>Assigned Readings on D2L</td>
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<td>Jan 29</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Doctoral program experience Michael Tearne</td>
<td>Assigned Readings on D2L</td>
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<tr>
<td>Feb 5</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Systematic Reviews Jean McClelland</td>
<td>Assigned Readings on D2L</td>
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<tr>
<td>Feb 12</td>
<td>A114</td>
<td><strong>Speaker &amp; Affiliation:</strong> Dr. Peter Thall, PhD Professor of Biostatistics MD Anderson Cancer Center</td>
<td><strong>Topic:</strong> TBA <em>Discussion post on D2L</em></td>
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<td>Feb 19</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Selecting a mentor and making a plan</td>
<td>Assigned Readings on D2L</td>
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<td>Feb 26</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Finding balance</td>
<td>Assigned Readings on D2L</td>
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<td>March 4</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Resilience</td>
<td>Assigned Readings on D2L</td>
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<td>March 11</td>
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<td><em>Spring Break</em></td>
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<td>March 18</td>
<td>A114</td>
<td><strong>Speaker &amp; Affiliation:</strong> Kim Erwin Associate Director, Population Health Sciences; Research Professor, UIC School of Design</td>
<td><strong>Topic:</strong> Designing Human-Centered Healthcare: a case study in applying design thinking to improve medicine <em>Discussion post on D2L</em></td>
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<td>March 25</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Professional development/CVs</td>
<td>Assigned Readings on D2L</td>
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<td>April 1</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Grantsmanship</td>
<td>Assigned Readings on D2L</td>
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<tr>
<td>April 8</td>
<td>A114</td>
<td><strong>Speaker &amp; Affiliation:</strong> TBA</td>
<td><strong>Topic:</strong> TBA <em>Discussion post on D2L</em></td>
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<tr>
<td>April 15</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Writing a manuscript Responding to reviewers</td>
<td>Assigned Readings on D2L</td>
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<td>April 22</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Completing a dissertation</td>
<td>Assigned Readings on D2L</td>
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<td>April 29</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Completing a dissertation continued…</td>
<td>Assigned Readings on D2L</td>
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<td>May 6</td>
<td>A122</td>
<td><strong>Discussion Topic:</strong> Next steps…</td>
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