

SEMINAR IN HEALTH BEHAVIOR AND HEALTH EDUCATION
HBHE 800: Fall 2008
School of Public Health
The University of Michigan

Professor: Cleopatra Howard Caldwell, Ph.D.
Room 2695, Crossroads
Wednesdays: 9:00 a.m. - 12:00 p.m.

Office: Room 2846, SPH I
Telephone: 734-647-3176
cleoc@umich.edu
Office Hours: By appointment

HBHE 800 is a professional socialization course designed to prepare doctoral students to conduct research and evaluate issues in health behavior and health education for the purpose of improving health. It includes a focus on behavioral science and health education applications to public health, with special topics selected by students for review and discussion. Topics of interest include principles of health behavior, educational and motivational approaches to improve physical and mental health, critical literature reviews, scientific writing, preparing for the prelim, preparing for the dissertation, and career development.

Course Objectives:

1. The primary objective of the course is to prepare students to undertake independent research through the exploration of research interests and research skill assessment and skill-building.
2. Another central objective is to expose students to a variety of theoretical and methodological issues in the development and implementation of health education and behavioral interventions and policies.
3. Finally, exposure to different career paths that health professionals have taken to achieve their professional goals is an important objective of this course.

Course Requirements:

This course consists of lectures, discussions, presentations by professionals, and student presentations. Student evaluations will be based on a midterm project, class presentations, class contributions, and a final paper.

Midterm Project

The midterm assignment is to prepare a professional portfolio. This should include a written statement of the student's professional goals, an emerging research statement and teaching philosophy for those interested in an academic career. Students interested in non-academic careers should prepare a research statement and other relevant documents for their career path (e.g., policy brief, program overview, etc.). A 10 – 12 page paper that describes the significance of the contents (e.g., published articles, funded grants, references to toolkits developed) should accompany the portfolio. The research statement and teaching philosophy/other document should be incorporated into the portfolio. Details about this assignment will be provided in class. The midterm project is due **October 22nd**. This assignment will count for 20% of the final grade. (See grade distribution below.)

Class Presentations

Students will be responsible for conducting portions of a specific class to demonstrate mastery of course material and gain presentation experience. In addition, students will make presentations based on a research topic of interest. These presentations will situate the student's research problem within the context of the appropriate literature(s), identify research questions and hypotheses, discuss the methodological approach to the study, and offer a potential strategy for data analysis. Although the details of the research may not be final, the presentation must be substantive enough to lead a discussion of ideas in order to obtain meaningful feedback. Further details about these presentations will be provided in class. Each of these class presentations will account for 15% of the final grade for a total of 30%.

Final Paper

The final paper should focus on a public health topic of interest to the student. This paper should clearly present the health problem and critically review previous literature addressing the problem. This should be a focused, comprehensive review of the literature on the chosen topic, including a critique of theoretical approaches that have been taken, shortcomings of previous methodological approaches used, and gaps that have been identified in the literature for the topic. The student should demonstrate critical thinking skills in assessing the advantages and disadvantages of what has been done previously, considering important social determinants of health as well as how gender, race, ethnicity and socioeconomic concerns may have influenced outcomes, where appropriate. The final paper should be 10 to 12 double-spaced pages in length excluding references. Be sure to provide references to support background information as well as various positions presented. An acceptable and consistent referencing style must be used for citations and references. The final paper will account for 40% of the final grade and is due on **December 3rd**, the last day of class.

Class Contribution

It is critical that all students actively contribute to the intellectual climate of the class in order for this class to be a success. The exchange of ideas and interactions between class participants with each other and with invited speakers is vital. Therefore, class contribution will be considered in the final grading for this course. Class contributions will account for 10% of the final grade based on active class participation.

Summary of Evaluation Criteria:

Mid-term Paper	20%
Class Presentations	30%
Final Paper	40%
Class Contributions	<u>10%</u>
	100%

Course Readings:

The readings for this course are available from our CTools website located at: <https://ctools.umich.edu/portal>. We participate in the PHISA E-reserves project. For access to the readings please click on PHISA E-Reserves in the left column of the course site. Only officially registered students will have access to this CTools site. If you have trouble logging on or navigating, please contact my secretary, Ms. Denise M. Hall. A copy of the coursepack can be borrowed for duplication from Denise's office as well. Denise is located in Room 2838, SPH I, and her telephone number is 734-615-5243. Denise's email address is dmhall@umich.edu, and her office hours are 8:00 a.m. - 4:00 p.m., Monday - Friday.

**SEMINAR IN HEALTH BEHAVIOR AND HEALTH EDUCATION
HBHE 800, Fall 2008**

Course Schedule and Readings

A calendar outline of the entire course is below. This outline includes a list of lecture topics and due dates for written and oral assignments. Additional instructions for the preparation of all assignments will be given in class. Please note that the schedule of course topics may need to be adjusted slightly during the semester.

**Sept. 3 Introductions, Interests, Course Orientation, Relationship with Mentors
/Advisors, Setting a Research Agenda, Overview of the Research Process**

Whittenmore, Robin. (2007). Top 10 tips for beginning a program of research. *Research in Nursing & Health*, 30, 235-237.

Detsky, Michael E. & Detsky, Allan S. (2007). Encouraging medical students to do research and write papers. *Canadian Medical Association Journal*, 176, 1719-1721.

Sept. 10 Principles of Health Behavior and Health Disparities Research

Freudenberg, Nicholas, Eng, Eugenia, Flay, Brian, Parcel, Guy, Rogers, Todd, & Wallerstein, Nina. (1995). Strengthening individual and community capacity to prevent disease and promote health: In search of relevant theories and principles. *Health Education Quarterly*, 22, 290-306.

Ory, M. G., Jordan, P. J., & Bazzarre, T. (2002). The Behavior Change Consortium: Setting the stage for a new century of health behavior-change research. *Health Education Research: Theory & Practice*, 17, 500-511.

Sue, Stanley & Dhindsa, Meenu K. (2006). Ethnic and racial health disparities research: Issues and problems. *Health Education and Behavior*, 33, 459-469.

Airhihenbuwa, Collins O. & Liburd, Leandris. (2006). Eliminating health disparities in the African American population: The interface of culture, gender and power. *Health Education and Behavior*, 33, 488-501.

Winker, Margaret A. (2004). Measuring race and ethnicity: Why and how? *Journal of the American Medical Association*, 292, 1612-1614.

Braveman, Paula et al. (2005). Socioeconomic status in health research: One size does not fit all. *Journal of the American Medical Association*, 294, 2879-2888.

Sept. 17 Practical Application of Theories and Theoretical Frameworks

Earp, JoAnne & Ennett, Susan. (1991) Conceptual models for health education research and practice. *Health Education Research*, 6, 163-171.

Rieker, Patricia P. & Bird, Chloe E. (2005). Rethinking gender differences in health: Why we need to integrate social and biological perspectives. *Journal of Gerontology: Series B*, 60B (Special Issue II), 40-47.

Calasanti, Toni. (2004). Feminist gerontology and old men. *Journal of Gerontology: Social Sciences*, 59B, S305-S314.

Carpiano, Richard & Daley, Dorothy. (2006). A guide and glossary on postpositivist theory building for population health. *Journal of Epidemiological Community Health*, 60, 564-570.

Ware, Norma C., Wyatt, Monique, A., & Bangsberg, David R. (2006). Examining theoretic models of adherence for validity in resource-limited settings: A heuristic approach. *Journal of Acquired Immune Deficiency Syndrome*, 43, 18-22.

Mock, Victoria et al. (2007). Using a conceptual model in nursing research – mitigating fatigue in cancer patients. *Journal of Advanced Nursing*, 58, 503-512.

Sept. 24 Critiquing Research Articles and Writing Literature Reviews

Pierson, David J. (2004). The top 10 reasons why manuscripts are not accepted for publication. *Respiratory Care*, 49, 1246-1252.

Hoppin, Frederic G., Jr. (2002). How I review an original scientific article. *American Journal of Respiratory Critical Care Medicine*, 166, 1019-1023.

Boote, David N. & Beile, Penny. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34, 3-15.

Frech, Adrienne & Williams, Kristi. (2007). Depression and the psychological benefits of entering marriage. *Journal of Health and Social Behavior*, 48, 149-163.

Decker, Carol L. (2007). Social support and adolescent cancer survivors: A review of the literature. *Psycho-Oncology*, 16, 1-11.

Oct. 1 Preparing for the Prelim and Dissertation

Department of Health Behavior and Health Education. (2008). *Doctoral program handbook*. Ann Arbor, MI: The University of Michigan School of Public Health.

Oct. 8 Statistics, Measurement, and Methodology

Akin, Leona S., West, Stephen G., & Millsap, Roger E. (2008). Doctoral training in statistics, measurement, and methodology in psychology: Replication and extension of Aiken, West, Sechrest, and Reno's (1990) survey of PhD programs in North America. *American Psychologist*, 63, 32-50.

Hoyt, William T., Leierer, Stephen, & Millington, Michael J. (2006). Analysis and interpretation of findings using multiple regression techniques. *Rehabilitation Counseling Bulletin*, 49, 223-233.

McHorney, Colleen A. & Fleishman, John A. (2006). Assessing and understanding measurement equivalence in health outcome measures: Issues for further quantitative and qualitative inquiry. *Medical Care*, 44, 205-210.

Von Eye, Alexander, Bogat, G. Anne, Rhodes, & Jean E. (2006). Variable-oriented and person-oriented perspectives of analysis: The example of alcohol consumption in adolescence. *Journal of Adolescence*, 29, 981-1004.

Oct. 15 Topical Issue and Career Development Presentations
(TBD)

Oct. 22 Effective Writing Skills and Communicating Statistical Findings

White, Lynn. (2005). Writes of passage: Writing an empirical journal article. *Journal of Marriage and Family*, 67, 691-798.

Bem, Daryl J. (2004). Writing the empirical journal article. In John M. Darley, Zanna, Mark P., & Roediger III, Henry L. (Eds.) *The complete academic: A career guide, second edition*. Washington, D.C.: American Psychological Association, pp. 185-219.

Miller, Jane, E. (2006). How to communicate statistical findings: An expository writing approach. *Chance*, 19, 43-49.

Oct. 29 Strategies for Effective Teaching

Bernstein, Douglas A. & Lucas, Sandra Gross. (2004). Tips for effective teaching. In John M. Darley, Zanna, Mark P., & Roediger III, Henry L. (Eds.) *The complete academic: A career guide, second edition*. Washington, D.C.: American Psychological Association, pp. 79-117.

Pimple, Kenneth D. (2002). Using small group assignments in teaching research ethics.
<http://poynter.indiana.edu/tre/>

King, Alison. (1995). Designing the instructional process to enhance critical thinking across the Curriculum. Inquiring minds really do want to know: Using questioning to teach critical thinking. *Teaching of Psychology*, 22, 13-17.

McKeachie, Wilbert J. & Svinicki, Marilla. (2006). Facilitating discussion: Posing problems, listening, questioning. In McKeachie, Wilbert J. & Svinicki, Marilla, *Teaching Tips: Strategies, research, and theory for college and university teachers*. New York: Houghton Mifflin Company, 35-56.

Nov. 5 Student Research Presentations
(2 Panels of 2 to 3 students each)

Nov. 12 Student Research Presentations
(2 Panels of 2 to 3 students each)

Nov. 19 Ethical Issues and Research Funding

Office of the Secretary, Department of Health, Education and Welfare. (1979). *The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research*. Washington, D.C.: U.S. Government Printing Office.

Hunter, D. (2007). Proportional ethical review and the identification of ethical issues. *Journal of Medical Ethics*, 33, 241-245.

Deming, Nicole et al. (2007). Incorporating principles and practical wisdom in research ethics education: A preliminary study. *Academic Medicine*, 82, 18-23.

Salas Showalter, Halle, Aziz, Zuraya, Villareale, Nanci, & Diekema, Douglas S. (2008). The research and family liaison: Enhancing informed consent. *IRB: Ethics & Human Research*, 30, 1-8.

Nov. 26 **Topical Issue and Career Development Presentations**
(TBD)

Dec. 3 **Future Preparations**
Course Review and Evaluation

**SEMINAR IN HEALTH BEHAVIOR AND HEALTH EDUCATION
HBHE 800, Fall 2007**

Academic Integrity Statement

“The faculty of the School of Public Health expects the conduct of a student registered or taking courses in the School to be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct includes behavior involving plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials, and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of books or notes has been approved by an instructor, is a violation of the standard of academic conduct.”

The above information is based on a document distributed in June 2004 to all School of Public Health Faculty by the Advisory Committee on Academic Programs (ACAP) in response to the *Report of the Committee to Review Ethics in the School of Public Health*.