



**PUBH 7160 M50 Online**  
**Social and Behavioral Sciences Principles**  
**The University of Memphis**  
Spring 2020

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### Course Description

Social and Behavioral Science Principles is a core course for students enrolled in the Master of Public Health program. The course is designed to familiarize students with the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be reviewed and illustrated with examples of the application of these models to health promotion and disease prevention with individuals, groups and communities. The format of the course is a survey of basic concepts, analytic frameworks, and social and behavioral sciences strategies that can be applied to current public health issues. Basic principles from psychology, anthropology, sociology, and other social science disciplines are analyzed in relation to the causes, consequences and control measures for public health problems.

### Course Prerequisites, if any

Graduate student status

### Foundational Public Health Knowledge

(Profession & Science of Public Health-PSPH)

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health (Exam III – Q1-7)
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program (Paper 1 – syllabus pg. 4)
6. Explain the critical importance of evidence in advancing public health knowledge (Papers 1-3 – syllabus pg. 4-5)

(Factors Related to Human Health-FRHH)

9. Explain behavioral and psychological factors that affect a population's health (Exam 1 – Q10)

### MPH Core Competencies

(Evidence-based Approaches to Public Health-EBAPH)

2. Select quantitative and qualitative data collection methods appropriate for a given public health context (Paper 3 – syllabus pg. 5)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (Discussion #4 – syllabus pg. 19)

(Public Health & Health Care Systems)

6. 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 (Exam I – Q11)

(Planning & Management to Promote Health-PMPH)

10. Explain basic principles and tools of budget and resource management (Paper 3 – syllabus pg. 5)

11. Select methods to evaluate public health programs (Paper 3 – syllabus pg. 5)

(Communication)

18. Select communication strategies for different audiences and sectors (Exam III – Q10)

### MPH Generalist Competencies

4. Describe the principles of Community Based Participatory Research (CBPR) and analyze the benefits and limitations of this approach in promoting public health. (Exam III – Q9 and Q16)

### Required Manual

NCI U.S. Department of Health and Human Services. (2005). Theory at a Glance: A Guide for Health Promotion Practice. NIH Publication No. 05-3896.

[https://cancercontrol.cancer.gov/brp/research/theories\\_project/theory.pdf](https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf)

### Required Readings

Peer-reviewed journal articles and/or reports will be provided by the instructor. All required readings are listed below under Schedule of Topics and Readings. Optional readings are not required but are likely to be helpful for writing the three short papers. These readings may be obtained through the University Libraries, Inter-Library Loan (ILLIAD), and are also available on eCourseware. Note that some additional readings may be assigned at the discretion of the instructor as the semester progresses.

## Online Resource

Announcements and other class information may be emailed to the class by the course instructor. University policy specifies official correspondences should be sent using the U of M email address (@memphis.edu). Please use Webmail found on the University's homepage to correspond with the instructor (NOT the email feature in eCourseware). It is the student's responsibility to check his or her U of M email account daily as information related to the class will be disseminated via this channel.

## Course Requirements and Grading Criteria

Discussion Board	30% of course grade
Peer Review Assignments	10%
Exams (3)	30%
Papers (3)	30%
<hr/>	
TOTAL	100%

Late Assignments: Any assignment turned in after the due date and time will not be accepted and will not receive feedback from the instructor. You will receive zero points.

## Discussion Board (30% of course grade)

Class participation in the online environment is a very important component of learning. Class participation takes place through postings on the discussion board. Students are expected to share their insights on the readings and projects on which they are working. Students are encouraged to discuss the relevant issues they find challenging or interesting while reading or exploring materials for this course. Students will work in virtual small groups to complete class exercises throughout the semester to enhance problem-solving, team building, and communication skills. Students should be prepared to synthesize and analyze concepts from the readings during online discussions. To facilitate this environment, each student is expected to respond to discussion questions associated with the readings. Specifically, you are expected to 1) Post your own response to each Discussion Board topic, and 2) Respond to at least one student's response from your virtual small group. You are not required, but may post additional responses to students either within or outside of your virtual small group. For due dates on Discussion Board assignments, refer to the Schedule of Topics and Readings, or the Assignment Deadlines "quick guide" located under "Contents" on eCourseware. With the exception of peer review assignments, the discussion board will open the day it is listed in the Schedule of Topics and Readings in this syllabus and posts are due the following Sunday by no later than 11:59 PM.

### Peer Review Assignments (10% of course grade)

Students are expected to provide collegial feedback to their peers to facilitate the enhancement of each other's writing assignments. Specifically, students are expected to provide written feedback to each member of their virtual small group on the 3 papers. Please make your edits and comments on each paper using "Track changes" in Word, and post on the online discussion board. Instructions on how to conduct peer reviews is contained in the handout, "How to prepare for and engage in the peer-review process" located on eCourseware in the "Other Documents" folder under the "Contents" tab. Near the end of the semester, students will use a one-page semi-structured form provided by the instructor to rate the effectiveness of their small groups for peer feedback (this form is located in the "Other Documents" folder). Completing this evaluation, and peer evaluation of your participation, will count toward the grade for this assignment.

### Three Exams (30% of course grade)

Exam format will be a combination of multiple-choice, true/false, and short-answer questions. These exams are designed to assess students' knowledge of key concepts from the course and to assess students' ability to apply course concepts to realistic public health scenarios. Material presented in the lecture slides, videos, and readings are covered on the exams. The exam will be made available the day it is listed in the Schedule of Topics and due the following week by no later than 11:59 PM CST. Once you began the test, you will have two hours to complete it. It is not possible to retake or re-start the test, so please be sure to complete it once you have started it. Students are expected to work on the tests independently. Conferring with others, including other students in the course, is considered cheating and will be addressed according to academic misconduct policies of the School of Public Health (please see the "Academic Conduct" section, below).

### Three Papers (30% of course grade)

A total of three papers will be due throughout the semester to help students think critically about major issues in the application of social and behavioral sciences to public health. Students are to select a public health topic that is of interest to them. You may select a behavioral or social risk factor (e.g., smoking, obesity, physical inactivity, air pollution, neighborhood characteristics) or an outcome (e.g., cancer, diabetes, coronary heart disease, sickle cell disease, health-related quality of life). Each of the three papers will address public health aspects of your selected topic, including descriptive epidemiology (Paper 1), social and behavioral determinants, application of theory, and intervention approaches (Paper 2), and development and evaluation of a public health program to address the issue (Paper 3).

Please contact the instructor if you would like help selecting a topic or have any questions about the assignment.

You are required to submit a draft of each paper and a final version that has been edited after receiving peer feedback. Peer feedback on drafts will be provided by members of your virtual small group on the discussion board, in order to encourage regular writing and promote accountability. Each student is expected to read and comment on the work of ALL classmates assigned to their virtual small group. The peer review process is critical to strengthening the student's skills in providing constructive feedback, building research collaborations, and increasing collegiality. Deadlines for peer review comments and finalized versions for each of these papers are indicated in the Schedule of Topics and Readings section

and discussed below. Papers submitted after the due date/time will receive a grade of 0 points. Anticipate technological problems such as slow or malfunctioning computer servers and do not wait until the last minute to submit your paper.

Paper 1: **(Draft due Feb. 3, Final paper due Feb. 17)** [COMP PSPH #4 and #6]

- List and describe major causes and trends of morbidity and mortality of the selected health topic
- Present racial/ethnic and/or socioeconomic disparity data of the selected health topic
- Describe the population of interest (e.g., age range, geography, urbanicity)
- Identify behavioral risk factors and/or social/environmental determinants related to the selected health topic
- Provide supporting evidence from reputable databases (e.g., CDC, BRFSS, NIH) explaining the importance of morbidity and mortality data in advancing public health knowledge for the selected health topic

Paper 2: **(Draft due March 2, Final paper due March 30)** [COMP PSPH #6]

- Discuss the main modifiable behavioral risk factors associated with the selected health topic and identify/discuss how to apply health behavior theory and key constructs to address these factors
- Explain behavioral and social factors affecting and causally linked to selected health topic
- Next, discuss how health behavior theory (or theories) discussed might be applied to an intervention/program to prevent or treat selected health topic by addressing behavioral and social factors
- Describe plans for a CBPR intervention aimed at multiple levels of influence (i.e., individual, interpersonal, and community)
- State community partners and define roles
- Cite literature explaining important evidence on the feasibility of changing modifiable risk factors using evidence-based public health programs/interventions and how such findings advance knowledge for selected topic

Paper 3: **(Draft due April 13, Final paper due April 27)** [COMP PSPH #6; EBAPH #2; PMPH #10-11]

- Describe quantitative and qualitative evaluation procedures for the health promotion behavioral intervention/program selected
- Select quantitative and qualitative data collection methods appropriate for a community-based intervention/program for the selected health topic
- Select the methods used to evaluate the public health intervention/program selected
- Propose a detailed budget and explain basic principles and tools of budget and resource management in the budget justification to carry-out the project

- Cite evidence from public health literature explaining the importance of evaluation and data collection methods in advancing public health knowledge for your health topic

Each paper should be **no more than 3 pages** in length (single spaced, Times New Roman, 12-point font, 1 inch margins) excluding references. Remember that every claim (i.e., a factual statement or an assertion that is open to challenge) must be supported by citations from the scientific literature. You should rely mainly on primary citations, such as peer-reviewed journal articles (e.g., those that can be accessed in PubMed or PsychARTICLES databases, available through the University of Memphis Libraries) and reports or websites that provide summaries of relevant health data (e.g., <https://www.cdc.gov/nchs/index.htm> and <https://www.tn.gov/health/health-program-areas/statistics.html>). Your paper should contain multiple citations -- at least 5-7 primary sources. Do not rely on just one or two sources for your entire paper. And DO NOT USE Wikipedia, general Google queries, or the lay literature (e.g., the New York Times or Time magazine) to support your claims.

Be sure to properly format your citations in the body of your paper, and in a References section, using either the American Psychological Association (6<sup>th</sup> edition of their Publication Manual) or the American Medical Association citation style.

Competent professional writing is an important skill to master as a graduate student. See “Writing Standards,” below. As a professional document, papers should be free of spelling and grammar errors. You may wish to review the “Writing Well and Writing Honestly” slide set located in the “Other Documents” folder on eCourseware. If you need to improve your scientific writing skills, you also should consider setting up an appointment for a consultation at the Center for Writing and Communication, located in the main library (<https://www.memphis.edu/cwc/>).

A word about cheating: Papers are to be written specifically for this class; submitting written assignments that were prepared in full or in part for other classes constitutes academic misconduct. Likewise, plagiarism is serious academic misconduct and will be treated as such. Not being aware of what constitutes plagiarism does not mitigate this serious brief of academic integrity. It is your responsibility to know how to avoid plagiarism. It is suggested that you review University of Memphis plagiarism guidelines (<https://libguides.memphis.edu/academicintegrity/students>). You also may wish to review the slide set “Writing Well and Writing Honestly,” available in the “Other Documents” folder on eCourseware. Please also refer to the “Academic Conduct” section, below. Papers will be submitted to “turniton.com” or a similar resource to verify the originality of content. Refer to the Academic Content section below for specific guidelines.

#### Grading Rubric for papers:

Requirements	Points Possible
<b>Paper 1 (10% of course grade)</b>	
Proper formatting; Page requirements met; Proper style, spelling, and grammar are used	20
Epidemiological data presented on trends of morbidity and mortality of the health topic	20
Descriptive racial/socioeconomic disparities of the disease/condition is described	20
Behavioral and/or social factors causally linked to the disease/condition are described	20
At least 5-7 peer-reviewed journal articles are cited in text	20
<b>Total points</b>	<b>100</b>
<b>Paper 2 (10% of course grade)</b>	
Proper formatting; Page requirements met; Proper style, spelling, and grammar are used	20
Principles of community-based participatory research applied	20

Theory or constructs applied appropriately	20
Intervention/Program components are explained	20
At least 5-7 peer-reviewed journal articles are cited in text	20
<b>Total points</b>	<b>100</b>
<b>Paper 3 (10% of course grade)</b>	
Proper formatting; Page requirements met; Proper style, spelling, and grammar are used	20
Quantitative and qualitative data collection methods provided	20
Appropriate qualitative and quantitative evaluation plans discussed	20
Proposed budget and budget justification included	20
At least 5-7 peer-reviewed journal articles are cited in text	20
<b>Total points</b>	<b>100</b>

### Grading Scale (use any of these options)

The letter grades for each requirement are assigned using the following grading scale:

- 96-100% | A+ | 4.00
- 93-95.9% | A | 4.00
- 90-92.9% | A- | 3.84
- 86-89.9% | B+ | 3.33
- 83-85.9% | B | 3.00
- 80-82.9% | B- | 2.67
- 76-79.9% | C+ | 2.33
- 73-75.5% | C | 2.00
- 70-72.9% | C- | 1.67
- 66-69.9% | D+ | 1.33
- 60-65.9% | D | 1.00
- <60% | F | 0.00

**Please note:** Students have 1 week to dispute any assignment or test grade after final grades are posted. Please review grades using the Assessments Tab “User Progress” in eCourseware (not the Gradebook).

### Promoting a Positive Learning Environment

The School of Public Health recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of all students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide an opportunity for all students to openly discuss issues of diversity including, but not limited to, age, disability, ethnicity, gender, race, religious beliefs, and sexual orientation.

### Personal Conduct

As a community of scholars, it is expected that the instructor and students will work together at all times to create an atmosphere that fosters shared discovery and mutual respect. The instructor will be an active participant in the eCourse each week, and likewise, students are expected to sign in to the eCourse early in the week and at least twice a week to fully engage in learning and reciprocating with

other students. Students are expected to handle feedback from the instructor and other classmates in a constructive manner. Students are expected to complete all assigned readings and writing assignments, and to participate in class discussions. Posts that are insensitive or irrelevant to the weekly discussions are considered disruptive and disrespectful to the instructor and other students and are not acceptable.

### Communication

The best way to reach the instructor is via email ([kdward@memphis.edu](mailto:kdward@memphis.edu)). When doing so, please provide specific information in the subject line and text. Please allow 24 hours to receive a response. In the event that you do not, please resend the email. If you have questions, comments, or concerns about the course, please email the course instructor (Dr. Ward). If there is an issue or conflict that cannot be resolved with the course instructor, students may then go to the Assistant Dean of Academic Affairs (Dr. Nolan).

### Online Make-Up and Absentee Policy

Online students are expected to maintain computer equipment and Internet access on a regular basis, and to have a reliable back-up plan in case their regular equipment and Internet provider are not available. Computer crashes, power outages, etc. are not an acceptable excuse for lateness of assignments. As with regular courses, learn to back up your work on a regular basis. E-mailing attachments to yourself is always a good way to have documents available anytime. Travel, whether personal or business, is also not an excuse for not meeting deadlines. Learn to plan ahead. In case of major flooding, fire or natural disaster, the instructor will be able to verify through the news and excuse the student by individual arrangements as this affects Internet access in a wide geographic area. In the case of EXTRAORDINARY events affecting participation online, please let the instructor know 24-48 hours in advance. You may be asked to submit supporting documentation (i.e., doctor's note, obituary and death certificate, police report). Finally, the course instructor will make every effort possible to accommodate student unavailability because of religious holidays. It is the student's responsibility to advise the course instructor of religious obligations that will interfere with course demands the first week of classes.

### Writing Standards

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the communication process. The School of Public Health graduate program recognizes and expects exemplary writing to be the norm for course work. The Center for Writing and Communication (CWC) serves all members of the University of Memphis community (undergraduate students, graduate students, faculty, and staff) as they work to become successful writers and speakers. CWC consultants are trained in writing- and speech-tutor methodology and can provide one-on-one feedback on any writing or speech in any stage of development. While the CWC welcomes the opportunity to assist clients with their writing and/or speech, it does not function as an editing service. The CWC is located on the first floor of Ned R. McWherter Library. The CWC welcomes walk-ins but appointments are strongly recommended, especially during the busiest times of the semester (mid-terms and finals). Visit <http://www.memphis.edu/cwc/> to schedule an appointment online

### Academic Conduct

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) which are available online and via their publications. This



means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. This also applies to oral sources, such as material taken from lectures or interviews. Plagiarism is a serious violation of University policy. Examples of plagiarism include, but are not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials.

Please familiarize yourself with University of Memphis standards on plagiarism and academic integrity: <https://libguides.memphis.edu/academicintegrity/students>.

It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in serious sanctions, ranging from reduction or zero grade in that assignment, dismissal from the course with a failing grade, or suspension or expulsion, by the School of Public Health and The University of Memphis. In addition, if there is evidence of plagiarism in work that is published, the student may face legal and/or financial consequences. If the student has any doubt about acknowledgment of appropriate sources, they are encouraged to speak with their instructor or advisor.

Cheating is also not acceptable at the University of Memphis. Cheating includes but is not limited to the following: using any unauthorized assistance in taking quizzes or tests; acquiring tests or other academic material before such material is revealed or distributed by the instructor; failing to abide by the instructions of test taking procedures; influencing, or attempting to influence, any university employee in order to affect a student's grade or evaluations; any forgery, alteration, unauthorized possession, or misuse of University documents. In this online course, students are expected to complete all tests independently and to submit only written assignments that were prepared specifically for this class.

Your written work may be submitted to Turnitin, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

### Awarding an Incomplete Grade

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

### Withdrawal Policy

In accordance with University policy, withdrawal is not permitted after the date specified in the University Calendar for that term. Exceptions are made to the policy only in case of such extreme circumstances as serious illness, relocation because of employment, etc.

### Americans with Disabilities Act

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

### Special Needs

Any student who has special needs for assistance and/or accommodation, and who is registered with the Office of Student Disability Services should meet with the instructor during the first week of classes.

### Inclement Weather Policy

In the event that inclement weather requires the cancellation of classes at the University of Memphis, local radio and television media will be notified, according to the [Emergency Closing Policy](#). Additionally, the University of Memphis has established an inclement weather hotline 901-678-0888. Please download the mobile app LiveSafe for free, the University of Memphis' emergency text messaging system, if you have not already done so.

## Schedule of Topics and Readings

### Week 1

Date		Introduction and Course Overview
01/21/2020		<b>Assignments due during Week 1:</b> <b>- Required Discussion Board #1 (Introductions) due by Sunday, 1/26/20, 11:59 PM</b>

#### Required Readings:

Healthy People 2020 – Explore the online resources including Topics & Objectives and Leading Health Indicators at:

<http://www.healthypeople.gov/2020/default.aspx>

Holtzman, D., Neumann, M., Sumartojo, E., & Lansky, A. (2006). Behavioral and social sciences and public health at CDC. *MMWR*, 55 (Supplement 2),14-16.

<http://www.cdc.gov/mmwr/preview/mmwrhtml/su5502a6.htm>

National Academies of Sciences, Engineering, and Medicine. (2017). The Value of Social, Behavioral, and Economic Sciences to National Priorities: A report for the National Science Foundation. Washington DC: The National Academies Press. **You are responsible for reading the report highlights (4 pages).** The report can be downloaded at:

[http://sites.nationalacademies.org/DBASSE/The\\_Value\\_of\\_Social\\_Behavioral\\_and\\_Economic\\_Sciences\\_to\\_National\\_Priorities/index.htm](http://sites.nationalacademies.org/DBASSE/The_Value_of_Social_Behavioral_and_Economic_Sciences_to_National_Priorities/index.htm).

Office of Behavioral and Social Sciences Research (2008). Public health achievements of the behavioral and social sciences: improving health at home and abroad. NIH Publication No. 08-6376. (4 pages).

[https://obssr.od.nih.gov/wp-content/uploads/2016/03/OBSSRfactsheets\\_Achievements\\_Final\\_04192013.pdf](https://obssr.od.nih.gov/wp-content/uploads/2016/03/OBSSRfactsheets_Achievements_Final_04192013.pdf)

Schroeder, S.A. (2007). We can do better—improving the health of the American people. *NEJM*, 357(12), 1221-1228.

<https://www.ncbi.nlm.nih.gov/pubmed/17881753>

(All of these readings and links are available under the “Contents” tab on eCourseware, under “Week 1—Introduction and Course Overview”; two “optional” readings also are included that may be useful for your term paper assignment, but these are not required).

#### Required Discussion #1:

Student introductions

Please post 1) an introduction of yourself (such as your background, personal interests, and what public health issues most interest you), and 2) a photo of yourself, to the class by **Sunday, January 26, 2020, 11:59 PM CST**. Also, you are

expected to respond to at least one other student posting. P.S. If you would like to upload audio (MP3 file), and have the capabilities to do so, please go for it!

Note that the instructor will use information about your public health interests that you provide in your introduction to create “virtual small groups” that you will work in throughout the semester. Therefore, please be sure to tell us a little about your public health interests!

For this assignment, you can respond to ANY student's Introduction; beginning in Week 2, I'll assign you to a virtual small group, and you will respond to that sub-set of students in your discussion board assignments.

**Reminder:** 1) Post your Introduction and 2) comment on at least 1 other student's Introduction.

## Week 2

Date |  
01/27/2020 |

Behavioral Risk Factors

### **Assignments due during Week 2:**

**- Required Discussion Board #2 (Behavioral risk factors) due by Sunday, 2/2/20 at 11:59**

### **Required Readings:**

Centers for Disease Control and Prevention. At a glance, 2016, Behavioral Risk Factor Surveillance System: monitoring health risks and behaviors among adults. <https://www.dhss.delaware.gov/dhss/dph/dpc/files/brfss-aag.pdf>.

Fisher, E.B., Fitzgibbon, M.L., Glasgow, R.E., Haire-Joshu, D., Hayman, L.L., Kaplan, R.M., Nanne, M.S., & Ockene, J.K. (2011). Behavior matters. *American Journal of Preventive Medicine*, 40(5), e15-e30. <https://www.ncbi.nlm.nih.gov/pubmed/21496745>

Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2004). Actual causes of death in the United States, 2000. *JAMA*, 291(10), 1238-1245. <https://www.ncbi.nlm.nih.gov/pubmed/15010446>

Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2005). Correction: Actual causes of death in the United States, 2000. *JAMA*, 293(3), 293-294. <https://www.ncbi.nlm.nih.gov/pubmed/15657315>

Public Health.org. Obesity in America. Please read the materials on the pages at: <https://www.publichealth.org/public-awareness/obesity/>, including “Obesity in America,” “Who is affected?,” “What are the consequences?,” and “What can we do?”

### **Required Videos:**

Watch this 4-minute video: "The NIH Office of Behavioral and Social Science Research." Available at: <https://www.youtube.com/watch?v=9ChtzRqPYHU>

Watch the 3-minute video, "Nation at risk: the true toll of American obesity." Available at: <https://cmn.wistia.com/medias/cveca8ltu3> (also available at <https://www.publichealth.org/public-awareness/obesity>).

### **Required Discussion #2:**

Behavioral Risk Factors and Prevention Programs (**Due by Sunday, Feb. 2, 11:59 CST**)

Choose one of the behavioral risk factors discussed in the readings or this chapter: <https://www.ncbi.nlm.nih.gov/books/NBK43744/>. Discuss why you think this risk factor is particularly important and describe at least one public health program that aims to overcome that risk factor. Please keep response to under 100 words. Be sure to reply/respond to one other student's post. P.S. If you would like to upload audio (MP3 file), and have the capabilities to do so, please go for it!

### **Peer Review Paper #1 and Discussion Board Opens**

Please upload your draft paper for Paper 1 to this thread by February 3, 2020, 11:59 PM CST. Instructions to engage in the peer review process may be found on eCourseware under Contents --> Other Documents.

### **Week 3**

Date |  
02/03/2020 |

Health Disparities/Social and Environmental Determinants of Health

#### **Assignments due during Week 3:**

- **DRAFT Paper #1 due 02/03/20, 11:59 PM**
- **Peer review of Paper #1 opens on 02/03/20 at 12:00 AM (this is the earliest you can submit your peer review) and closes on 02/10/20 at 11:59PM (this is the latest you can submit it).**
- **Required Discussion Board #3 (Social determinants and race) due by Sunday, 2/9/20 at 11:59**

#### **Required Readings:**

Braveman, P., Egerter, S., & Williams, D.R. (2011). The social determinants of health: coming of age. Annual Review of Public Health, 32, 381-398.

<https://www.ncbi.nlm.nih.gov/pubmed/21091195>

CDC Health Disparities and Inequalities Report-United States, 2011. January 14, 2011 / Vol. 60 / Supplement. Available at:

[http://www.cdc.gov/mmwr/preview/ind2011\\_su.html?source=govdelivery.](http://www.cdc.gov/mmwr/preview/ind2011_su.html?source=govdelivery)

Please read the 1) Forward, 2) Rationale for regular reporting on health disparities and inequalities; and 3) Education and income – United States, 2005

and 2009. You also may wish to read any other chapters in this report that are relevant to your interests (e.g., your term paper).

Healthy People 2020--Who's leading the Leading Health Indicators. Office of Disease Prevention and Health Promotion. Please review the slide set, and also review the webpage "Increasing graduating rates in our nation's public high school," which discusses the "Diplomas Now" model program:

<https://www.healthypeople.gov/2020/healthy-people-in-action/story/increasing-graduation-rates-in-our-nations-public-high-schools>.

Jones, CP. (2000). Levels of Racism: A Theoretic Framework and a Gardener's Tale. American Journal of Public Health; 90: 1212–1215.

<https://www.ncbi.nlm.nih.gov/pubmed/10936998>

Smedley, B, Stith, A, Nelson, A. (2003). Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care. Summary. Institute of Medicine.

[www.nap.edu/catalog/10260.html](http://www.nap.edu/catalog/10260.html). You are responsible for reading the Summary (pp 1-28).

#### **Required Videos:**

Conversations on Health Equity, with Dr. Eliseo Perez-Stable, Part 1 (16 minutes), Part 2 (16 minutes), and Part 3 (9 minutes).

<https://www.youtube.com/watch?v=yP7D0IP9WHo>

Disentangling Race & Socioeconomic Status. By Thomas Laveist, Director, Hopkins Center for Health Disparities Solutions; William C. and Nancy F. Richardson Professor in Health Policy. (56 min) Available at:

<http://www.youtube.com/watch?v=jk7kvVrbS5k>

National Academies of Medicine. Communities Driving Health Equity: A Spotlight Video Series. Please view the 3 brief (4-5 minutes each) videos, entitled "*People United for Sustainable Housing Buffalo (PUSH Buffalo): Fighting to Make Affordable Housing a Reality on Buffalo's West Side*," "*Indianapolis Congregation Action Network (IndyCAN): Acting collectively for racial and economic equity in Indiana*," and "*Kokua Kalihi Valley Comprehensive Family Services (KKV): Fostering physical, mental, emotional, and spiritual health in Honolulu, Hawaii*." <https://nam.edu/programs/culture-of-health/driving-health-equity/>.

#### **Required Discussion #3:**

Social determinants of health as a vehicle to discuss race? (**Due by Sunday, Feb. 9, 11:59PM CST**)

Often times we use the social determinants of health as a means to discuss race. Is it easier to talk about poverty, unemployment, and lack of education? Please reflect on the impact this has on health. You may also wish to review the groundbreaking work of Dr. David R. Williams on race and health, such as this

review article (<https://www.ncbi.nlm.nih.gov/pubmed/24347666>) or other articles available at <https://scholar.harvard.edu/davidrwilliams/publications?page=1> to substantiate your thoughts.

Reminder: 1) post your brief response and 2) comment on at least 1 other student's posting

#### Week 4

Date		SBS Theories in Public Health: Health Belief Model and Theory of Reasoned Action/Theory of Planned Behavior
02/10/2020		<b>Assignments due during Week 4:</b> - Exam I opens 02/10/20 12:00 AM (this is the earliest you can take it) and closes 02/16/20 11:59 PM (this is the deadline) – remember that you have 2 hours to take the exam once you start it. - Peer reviews of Paper #1 due by 02/10/20 11:59 PM

#### Required Readings:

*I suggest reading this article first to orient you to the rest of the readings:*

NCI U.S. Department of Health and Human Services. (2005). Theory at a Glance: A Guide for Health Promotion Practice (pages 3-22). NIH Publication No. 05-3896.

[https://cancercontrol.cancer.gov/brp/research/theories\\_project/theory.pdf](https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf)

Lee, H., Ho, P-S., Wang, W-C., Hu, C-Y., Lee, C-H., & Huang, H-L. (2019). Effectiveness of a health belief model intervention using a lay health advisor strategy on mouth self-examination and cancer screening in remote aboriginal communities: a randomized controlled trial. *Patient Education and Counseling*, 102, 2263-2269. <https://www.ncbi.nlm.nih.gov/pubmed/31300183>

Gerend, M.A. and Shepherd, J.E. (2012). Predicting Human Papillomavirus Vaccine uptake in young adult women: Comparing the Health Belief Model and Theory of Planned Behavior. *Annals of Behavioral Medicine*. 4, 171-180.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3439593/>

Green, J. (2000). The role of theory in evidence-based health promotion practice (editorial). *Health Education Research*, 15(2), 125-129.

<https://www.ncbi.nlm.nih.gov/pubmed/10751371>

Webb, TL and Sheeran, P. (2006). Does changing behavioral intentions engender behavior change? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 132:2, 249-268. Please read the Abstract (p. 249), Introduction (pp. 249-253) and Conclusion (pp. 262-263).

<https://www.ncbi.nlm.nih.gov/pubmed/31300183>

#### Week 5

Date		Social and Behavioral Science Theories in Public Health: Social Cognitive Theory, Transtheoretical Model, and Diffusion of Innovations
02/17/2020		<b>Assignments due during Week 5:</b> <b>- Final version of Paper #1 due by 02/17/20 at 11:59 PM CST</b>

**Required Readings:**

*I suggest reading this article first to orient you to the rest of the readings:*

NCI U.S. Department of Health and Human Services. (2005). Theory at a Glance: A Guide for Health Promotion Practice (pages 19-21—section on “Interpersonal Level” theories, and pages 27-29—section on “Diffusion of Innovations”). NIH Publication No. 05-3896.

[https://cancercontrol.cancer.gov/brp/research/theories\\_project/theory.pdf](https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf)

Hatchett, A, Hallam, JS, Ford, MA. (2013). Evaluation of a social cognitive theory-based email intervention designed to influence the physical activity of survivors of breast cancer. *Psycho-Oncology*, 22: 829-836.

Quinlan, K.B., & McCaul, K.D. (2000). Matched and mismatched interventions with young adult smokers: testing a stage theory. *Health Psychology*, 19(2), 165-171. <https://www.ncbi.nlm.nih.gov/pubmed/10762100>

Valente, T. W., & Davis, R. L. (1999). Accelerating the diffusion of innovations using opinion leaders. *The Annals of the American Academy of Political and Social Science*, 566(1), 55-67.

<https://journals.sagepub.com/doi/10.1177/000271629956600105>

Velicer, W. F., Prochaska, J. O., Fava, J. L., Norman, G. J., & Redding, C. A. Detailed overview of the Transtheoretical Model. Available at:

<https://web.uri.edu/cprc/detailed-overview/>

West, R. (2005). Time for a change: putting the Transtheoretical (Stages of Change) model to a rest (Editorial). *Addiction*, 100(8), 1036-1039.

<https://www.ncbi.nlm.nih.gov/pubmed/16042624>.

**Week 6**

Date		SBS Theories in Public Health: Organizational and Community Level Models
02/24/2020		<b>Assignments due during Week 6: none, but the discussion board opens for submission of Paper #2 draft on 02/24/20</b>

**Required Readings:**

*I suggest reading this article first to orient you to the rest of the readings:*

NCI U.S. Department of Health and Human Services. (2005). Theory at a Glance: A Guide for Health Promotion Practice (pages 22-31). NIH Publication No. 05-



3896.

[https://cancercontrol.cancer.gov/brp/research/theories\\_project/theory.pdf](https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf)

Bassett, MT. (2016). Beyond Berets: The Black Panthers as Health Activists. *American Journal of Public Health*, 106(10), 1741-1743.

<https://www.ncbi.nlm.nih.gov/pubmed/27626339>

Community Tool Box website. University of Kansas. Read materials contained under the tabs "Outline" and "Examples."

[http://ctb.ku.edu/en/dothework/tools\\_tk\\_1.aspx](http://ctb.ku.edu/en/dothework/tools_tk_1.aspx)

Cohen, D.A., Scribner, R.A., Farley, T.A. (2000). A Structural Model of Health Behavior: A Pragmatic Approach to Explain and Influence Health Behaviors at the Population Level. *Preventive Medicine*, 30(2), 146-154.

<https://www.ncbi.nlm.nih.gov/pubmed/10656842>

## Week 7

Date

03/02/2020

Planning Health Promotion and Disease Prevention Programs

### Assignments due during Week 7:

- Draft of Paper #2 due 03/02/20 by 11:59 PM

- Peer review of Paper #2 opens on 03/02/20 at 12:00 AM and closes on 03/09/20 at 11:59PM

### Required Readings:

Bartholomew, L., K., Parcel, G. S., & Kok, G. (1998). Intervention mapping: A process for developing theory- and evidence-based health education programs. *Health Education and Behavior*, 25(5), 545-563.

<https://www.ncbi.nlm.nih.gov/pubmed/9768376>

Corbie-Smith, G., Akers, A., Blumenthal, C., Council, B. Wynn, M., Muhammad, M., & Stith, D. (2010). Intervention mapping as a participatory approach to developing an HIV prevention intervention in rural African American communities. *AIDS Education and Prevention*, 22(3), 184-202.

<https://www.ncbi.nlm.nih.gov/pubmed/20528128>

Glanz, K., & Bishop, D.B. (2010). The role of behavioral science theory in development and implementation of public health interventions. *Annual Review of Public Health*, 31, 399-418. <https://www.ncbi.nlm.nih.gov/pubmed/20070207>

### Required Video:

Research-in-Progress: Integrating Public Health and Healthcare: Lessons from One Urban County.

[https://www.youtube.com/watch?list=PLHvrS7I52Pj8V3MbcSLxJ46wekRK\\_vr\\_k&time\\_continue=29&v=pkgOyNdglwQ&feature=emb\\_logo](https://www.youtube.com/watch?list=PLHvrS7I52Pj8V3MbcSLxJ46wekRK_vr_k&time_continue=29&v=pkgOyNdglwQ&feature=emb_logo) (60 minutes).

## Peer Review Paper #2 and Discussion Board Opens

Please upload your draft paper for Paper 2 to this thread. Instructions to engage in the peer review process may be found under Contents --> Other Documents. Thanks.

Date		SPRING BREAK
03/09-03/15		- Peer reviews of Paper #2 due on 03/09/20 by 11:59PM

## Week 8

Date		Evaluation of Programs
03/16/2020		<b>Assignments due during Week 8: none! (but be sure to keep up with the reading)</b>

### Required Readings:

Goldenkoff, R. (2004). "Using Focus Groups." In Wholey, JS, Hatry, HP, Newcomer KE (eds.), Handbook of Practical Program Evaluation, Second Edition. Jossey-Bass.

Kitzinger, J. (1995). Introducing Focus Groups. *BMJ*, 311, 299-302.  
<https://www.ncbi.nlm.nih.gov/pubmed/7633241>

Glasgow R.E., Vogt, T.M., & Boles, S.M. (1999). Evaluating the public health impact of health promotion interventions: the RE-AIM framework. *American Journal of Public Health*, 89, 1322-1327.  
<https://www.ncbi.nlm.nih.gov/pubmed/10474547>

Israel, B. A., Cummings, K. M., Dignan, M. B., Heaney, C. A., Perales, D. P., Simons-Morton, B. G., & Zimmerman, M. A. (1995). Evaluation of health education programs: Current assessment and future directions. *Health Education Quarterly*, 22(3), 364-89.  
<https://www.ncbi.nlm.nih.gov/pubmed/7591790>

Reach Effectiveness Adoption Implementation Maintenance (RE-AIM) Framework: read "About RE-AIM" on the RE-AIM website: <http://www.re-aim.org>.

### STD PROGRAM EVALUATION TRAININGS AND TOOLS.

<http://www.ncsddc.org/std-pett-tools/> (please review "Tools developed," "External links," and "Short guides" for the Introduction and each of the six modules.

Why Evaluate? The Role and Importance of Program Monitoring and Evaluation. Behavioral & Social Science Volunteer (BSSV) Program. *Translating HIV prevention into culturally relevant practice*. (one page).

(Materials on the following 3 websites may be of interest to you, but are not required)

What is Qualitative Research?

<https://www.amherst.edu/library/find/researchguides/qualmethods#lib-study-guide-tab-container-5b845d1717bf41>

Examples of Qualitative Research. <http://www.qualres.org/HomeEval-3664.html>

GEM Grid-Enabled Measures Database. <https://www.gem-beta.org/Public/Home.aspx>

### Required Videos:

Curry. L. Fundamentals of Qualitative Research Methods: Data Analysis (Module 5). <https://www.youtube.com/watch?v=opp5tH4uD-w> (17 min)

NVivo Qualitative Data Management

<https://www.youtube.com/watch?v=SgY0MNdKVwM> (40 min)

Using the RE-AIM model in a faith-based dissemination & implementation (D&I) study. [https://www.youtube.com/watch?v=WgtkMx2Cyr0&feature=emb\\_logo](https://www.youtube.com/watch?v=WgtkMx2Cyr0&feature=emb_logo). (60 minutes)

### Week 9

Date |  
03/23/2020 |

Community-Based Participatory Research Approaches to Health Promotion

### Assignments due during Week 9:

- Exam II opens 03/23/20 12:00 AM CDT, and closes 03/29/20 11:59 PM
- Discussion Board #4 (Photovoice) opens 03/23/20 at 12:00 AM and closes on 03/29/20 at 11:59 PM

### Required Readings:

Cashman, S.B., Adeky, S., Allen, A.J. 3<sup>rd</sup>, Corburn, J., Israel, B.A., Montano, J., et al. (2008). The power and the promise: Working with communities to analyze data, interpret findings, and get to outcomes. *American Journal of Public Health*, 98(8), 1407-1417. <https://www.ncbi.nlm.nih.gov/pubmed/18556617>

Israel, B., Schulz, A.J., & Becker, A.B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*, 19, 173-202. <https://www.ncbi.nlm.nih.gov/pubmed/9611617>

Teti, M., Pichon, LC, Kabel, A., Farnan, R., and Binson, D. (2013). Taking pictures to take control: Photovoice as a tool to facilitate empowerment among poor and racial/ethnic minority women with HIV/AIDS. *Journal of the Association of Nurses in AIDS Care*, 24(6), 539-553. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3883445/>

Wang C., & Burris, M.A. (1997). Photovoice: Concept, methodology and use for participatory needs assessment. *Health Educ Behav*, 24(3):369–87.

<https://www.ncbi.nlm.nih.gov/pubmed/9158980>

**Required Video:**

Photovoice. Another journey with Chris.

<https://www.youtube.com/watch?v=xyXnnOlvqOM>

**Required Discussion #4:**

Photovoice Exercise (**Due by Sunday, March 29, 11:59 CDT**): Please tell your story of engaging in Public Health through 1 photograph and analyze the qualitative data (e.g. image) using the SHOWed method. Reminder: 1) post your image and brief response and 2) comment on at least 1 other. [COMP EBAPH #3]

**Week 10**

Date |  
03/30/2020 |

Ethics in Public Health Social and Behavioral Science Research

**Assignments due during Week 10:**

- Final version of Paper #2 due 03/30/20 by 11:59 PM

- Discussion Board #5 (Ethics) opens 03/30/20 at 12:00 AM and closes on 04/05/20 by 11:59 PM

**Required Readings:**

Mays, VM. (2012). The Legacy of the U. S. Public Health Service Study of Untreated Syphilis in African American Men at Tuskegee on the Affordable Care Act and Health Care Reform Fifteen Years after President Clinton's Apology. *Ethics & Behavior*, 22(6), 411-418.

<https://www.ncbi.nlm.nih.gov/pubmed/23630410>

Minkler, M. (2004). Ethical challenges for the 'outside' researcher in community-based participatory research. *Health Education & Behavior*, 31(6), 684-697.

<https://www.ncbi.nlm.nih.gov/pubmed/15539542>

Public Health Leadership Society. (2002). Principles of the ethical practice of public health. [https://www.apha.org/-](https://www.apha.org/-/media/files/pdf/membergroups/ethics/ethics_brochure.ashx)

[/media/files/pdf/membergroups/ethics/ethics\\_brochure.ashx](https://www.apha.org/-/media/files/pdf/membergroups/ethics/ethics_brochure.ashx)

**Required Videos:**

"Photovoice: The story of substandard housing." Washington State University College of Nursing and WSU Edward R. Murrow College of Communication. (12 min) <http://www.youtube.com/watch?v=tC7lydSBmol>

When Pls Come a'Knockin': Everything Investigators Want to Know but are Afraid to Ask. (40 min) Available at:

<https://www.youtube.com/watch?v=FL0HNTuifGQ&list=PL5965CB14C2506914&index=4&t=0s>

### Required Discussion #5:

Ethics in Public Health Research (**Due by Sunday, April 5<sup>th</sup>, 11:59 CDT**)

Write a brief discussion post on a) potential risks to participating in your proposed behavioral intervention, and b) how you will address possible threats to participant recruitment, safety, privacy, and/or confidentiality.

### Week 11

Date |  
04/06/2020 |

Social Marketing in Public Health

**Assignments due during Week 11:**

**- Discussion board opens for submission of Paper #3 draft**

### Required Readings:

Centers for Disease Control and Prevention. Gateway to Health Communication & Social Marketing Practice <https://www.cdc.gov/healthcommunication/> Please review links on this page, including "Channels," "Featured Campaigns," "Tools & templates," "Risk communication," "Clear communication index," and "Health communication basics."

Cheng, H, Kotler, P, Lee, NR. Social Marketing for Public Health: An Introduction. Jones and Bartlett Publishers, LLC.

Comparison of Social Marketing Principles with Community-Based Participatory Research Principles. (Table)

Grier, S, Bryant, CA. (2005). Social Marketing in Public Health. *Annual Review of Public Health*, 26, 319-39. <https://www.ncbi.nlm.nih.gov/pubmed/15760292>

Huhman, ME, Potter, LD, Nolin, MJ, Piesse, A, Judkins, DR, Banspach, SW, Wong, FL (2010). The Influence of the VERB Campaign on Children's Physical Activity in 2002 to 2006 *Am J Public Health*, 100, 638-645.

<https://www.ncbi.nlm.nih.gov/pubmed/19608963>

### Required Videos:

Let's Move! "Move Your Body" Music Video with Beyoncé. (4 min) Available at: [http://www.youtube.com/watch?v=mYP4MgxDV2U&feature=player\\_embedded](http://www.youtube.com/watch?v=mYP4MgxDV2U&feature=player_embedded)

TRUTH Campaign: Smoking Twinkle Dick

<https://www.bing.com/videos/search?q=truth+campaign+smoking+twinkle+dick&view=detail&mid=DC83D9BDD8D5212CCFEADC83D9BDD8D5212CCFEA&FORM=VRDGAR>

## Week 12

Date |  
04/13/2020 |

Public Health Policy and Advocacy

### **Assignments due during Week 12:**

- Draft of Paper #3 due 04/13 by 11:59 PM CDT
- Discussion Board #6 (Politics and public health reform and advocacy) opens 04/13/20 at 12:00 AM and closes on 04/19/20 by 11:59 PM
- Peer review of Paper #3 opens on 04/13/20 at 12:00 AM and closes on 04/20/20 at 11:59PM

### **Required Readings:**

Flournoy, R. Healthy Food, Healthy Communities. Promising Strategies to Improve Access to Fresh, Health Food and Transform Communities. (2011). PolicyLink.

[https://www.policylink.org/sites/default/files/HFHC\\_FULL\\_FINAL\\_20120110.PDF](https://www.policylink.org/sites/default/files/HFHC_FULL_FINAL_20120110.PDF)

Ford, S., Buscemi, J., Laitner, M., Hirko, K., Newton Jr, R., Jonassaint, C., et al. (2018). Retain and Enhance Efforts to Increase Broadband Internet Availability for Health Care Access in Rural Areas. SBM Position Statement.

[https://www.sbm.org/UserFiles/file/RuralBroad\\_State18\\_v2.pdf](https://www.sbm.org/UserFiles/file/RuralBroad_State18_v2.pdf)

Robert Wood Johnson Foundation. Health Policy in Brief.

<https://www.rwjf.org/en/library/collections/health-policy-in-brief.html>. Read information on the front page ("Health Policy in Brief") and also read the first five "Latest Health Policy Briefs and Research" (from "The importance of the first years of life" to "Family economic stability: work supports and tax credits").

### **Required Videos:**

The Art and Craft of Policy Briefs: Translating Science and Engaging Stakeholders. Available at:

<https://www.youtube.com/watch?v=R1GpcAoBvnc&feature=youtu.be> (18 minutes)

Low-Income Shoppers Thrive At City Heights Farmers Market.

<http://www.youtube.com/watch?v=i3sO6yjVdb8> (3 minutes)

You Can't Put A Price on That! <http://www.marketmakeovers.org/mmtv/you-cant-put-a-price-on-that> or <https://www.youtube.com/watch?v=VwJsKjiKhiY> (9 minutes)

### **Peer Review Paper #3 and Discussion Board Opens**

Please upload your draft paper for Paper 3 to this thread. Instructions to engage in the peer review process may be found under Contents --> Other Documents. Thanks.

### **Required Discussion #6:**

Politics and Public Health Reform and Advocacy (**Due by Sunday, April 19<sup>th</sup>, 11:59 CDT**).

Pick one of the policy briefs you read on the RWJF website and briefly (<100 words) reflect on the quality of its assessment of the problem and recommendations. For example: Does the brief target an important problem? Do the recommendations appear to be useful? achievable? What would you add or subtract from the brief if you were writing it for lawmakers in your own state?

### Week 13

Date |  
04/20/2020 |

Budget and Budget Justification

#### **Assignments due during Week 13:**

- Peer reviews of Paper #3 due 04/20 by 11:59 PM CDT

#### **Required Readings:**

CDC, Guidelines for budget preparation.

Graham, D.G., Spano, M.S., Stewart, T.V., Staton, E.W., Meers, A., & Pace, W.D. (2007). Strategies for Planning and Launching PBRN Research Studies: A Project of the Academy of Family Physicians National Research Network (AAFP NRN). *JABFM*, 20(2). **Please read pages 222-223 ("Creating a practical budget").**

National Healthy Worksite. Worksite Health Budget Template (508).

NIH. Detailed budget for initial budget period, direct costs only. (PHS 398), January 2013.

### Week 14

Date |  
04/27/2020 |

#### **Assignments due during Week 14:**

- Exam III Opens Monday, April 27<sup>th</sup>, 12:00 AM and closes Sunday, May 3<sup>rd</sup> at 11:59 PM

- Final version of Paper #3 due by 04/27 at 11:59 PM

- Discussion Board #7 (Reflections on paper assignments) opens 04/27/20 at 12:00 AM and closes on 05/03/20 by 11:59 PM (don't forget to respond to at least one other student's post – it's enough to forget at the end of the semester!)

- Peer Review Group Evaluation – due by Thursday, 5/07 11:59 PM CDT

**Required Discussion #7:** In 100 words or less, what are the highlights, or impressive/unexpected lessons that you learned from your paper topic? **Due by Sunday, May 3<sup>rd</sup>, 11:59 CDT**.

*Note: The schedule and readings are tentative and are subject to change.*