

**University of Hawaii at Manoa
Department of Public Health Sciences & Epidemiology**

**PH 702: Health Promotion Research
(3 credit course) – Spring 2007**

Meeting Place & Time: UHM, Biomed, Room C104; Tuesdays, 9:00am – 11:50am

Instructors:	Katie Heinrich, Ph.D.	Stefan Keller, Ph.D.
Phone:	956-5765	956-4553
Fax :	956-5818	956-5818
Email:	katiemh@hawaii.edu	kellers@hawaii.edu
Office Hours:	By appointment	By appointment

Course Description and Objectives

In the first part of this class, we will cover research design and theory in the behavioral health sciences. Objectives include learning (a) key terms and concepts of design and methodology, and (b) how to apply those concepts to the construction and criticism of research designs by critiquing relevant scientific journal articles. After completing this part of the course, you should be able to read and summarize health research articles and answer questions about a study's purpose, design, methods or procedure, results, and major strengths and weaknesses.

In the second part of this class, you will directly apply your research knowledge by preparing a paper to submit to a scientific journal. This process includes the following:

- Selecting a health-related topic and generating research questions and hypotheses from an archival dataset
- Getting IRB approval for the study
- Using SPSS to analyze results
- Writing a research report in the format of a publishable journal article
- Presenting the results

Required Textbook :

Cottrell RR, McKenzie JF. (2005). *Health Promotion & Education Research Methods*. Sudbury, MA: Jones and Bartlett Publishers. [CM]

Supplemental Textbooks:

Crosby RA, DiClemente RJ, Salazar LF. (2006). *Research Methods in Health Promotion*. San Francisco, CA: Jossey-Bass.

De Vellis RF. (2003). *Scale development*. 2nd ed. Thousand Oaks: Sage Publications. [DV]

Locke LF, Silverman SJ, Spirduso WW. (2004). *Reading and understanding research*. 2nd ed. Thousand Oaks: Sage Publications.

Shadish WR, Cook TD, Campbell DT. (2002). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston: Houghton-Mifflin. [SCC]

Journal Articles (will be e-mailed in .pdf format)

1. Regan G., Lee, R. E., Booth, K., Reese-Smith J. (2006). Obesogenic influence in public housing: A mixed-method analysis. *American Journal of Health Promotion*, 20(4), 282-290.
2. Veitch, J., Bagley, S., Ball, K., & Salmon, J. (2006). Where do children usually play? A qualitative study of parents' perceptions of influences on children's active free-play. *Health & Place*, 12, 383-393.
3. Wansick, B., van Ittersum, K., Painter, J.E. (2006). Ice cream illusions: Bowls, spoons, and self-served portion sizes. *American Journal of Preventive Medicine*, 31(3), 240-243.
4. Goodrick, G. K., Poston, W. S. C., Kimball, K. T., Reeves, R. S., & Foreyt, J. P. (1998). Nondietering versus dietering treatment for overweight binge-eating women. *Journal of Consulting and Clinical Psychology*, 66, 363-368.
5. Williams, K. A., Petronis, J., Smith, D., Goodrich, D., Wu, J., Ravi, N. et al. (2005). Effect of Iyengar yoga therapy for chronic low back pain. *Pain*, 115(1-2), 107-117.
6. Schulden, J., Chen J., Kresnow, M., Arias, I., Crosby A., Mercy, J. et al. (2006). Psychological responses to the sniper attacks: Washington DC area, October 2002. *American Journal of Preventive Medicine*, 31(4), 324-327.
7. Fuller, C. M., Galea, S., Caceres, W., Blaney, S., Sisco, S., & Vlahov, D.
8. Haomiao, J., Link, M., Holt, J., Mokdad, A. H., Li, L., & Levy, P.S. (2006). Monitoring county-level vaccination coverage during the 2004-2005 influenza season. *American Journal of Preventive Medicine*, 31(4), 275-280.
9. Kumar, M. S., Murhekar, M. V., Hutin, Y., Subramanian, T., Ramachandran, V., & Gupte, M. E. (2007). Prevalence of posttraumatic stress disorder in a coastal fishing village in Tamil Nadu, India, after the December 2004 tsunami. *American Journal of Public Health*, 97, 99-101.
10. Redding, C., Maddock, J.E., & Rossi, J.S. (2006). The sequential approach to measurement of health behavior constructs: Issues in selecting and developing measures. *Californian Journal of Health Promotion*, 4, 83-101.

Course Assignments & Grading

Guidelines

1. Students are expected to read assigned chapters and other reading assignments plus complete all course assignments on time at graduate-level proficiency.
2. Students are expected to attend all classes since so much "in-class" learning and participation will occur.
3. All assignments must be typed with student's names, course number, and date at the beginning of the assignment. Handwritten assignments are not acceptable.
4. Original written work is expected with appropriate citation of references. All references need to have author, title, year, publishers and place of publishers, using APA style.
5. Plagiarism is unacceptable and will result in a failing grade for assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawaii Student Conduct Code, available at the Office of Student Affairs at the Student Services Center.

Assignment	Points	Percentage
Attendance	15	13.6%
Homeworks (journal articles; SPSS)	25	22.8%
Completed NIH certificate	10	9.1%
Practical exam	20	18.1%
Group paper	25	22.8%
Power point / Poster content	10	9.1%
Presentation	5	4.5%
Total	110	100%

Grading Scale

The final course grade will be based on total %points the student has received and according to the following criteria. There will be no extra credit given in class. Students are advised to concentrate on doing well for all the assignments given. The University of Hawaii has implemented a plus/minus system. Scores in the 7-9 range will receive a plus. Scores in the 0-2 range will receive a minus.

A = 100-90 %points Excellent distinctive work. Demonstrates sophisticated understanding. Nuanced and insightful account, powerful and effective application of concepts., frameworks and theories discussed in class and articulated in written work. Exceeds both expectations and requirements of all class assignments.

B = 89-80 %points Above average work. Demonstrates accomplished understanding: Through, well documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work. Exceeds the requirement of the assignment.

C = 79-70 %points Average work, sufficient, but not distinctive. Superficial understanding. Acceptable view with some misconceptions or oversight. Not fully supported. Acceptable but limited application of concepts, frameworks and theories discussed in class.

D = 69-60 %points Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work. Significant misconceptions and/or absence of key ideas; rigid/narrow “plug in” performance. Fails to meet some requirements.

F = Unacceptable work

PH 702 Preliminary Course Schedule — Spring 2007

Date	Topic	Assignment Area & Readings (additional readings as assigned)
1/9/07	Introduction and Review of Syllabus	In-class Questionnaire
1/16/07	Introduction to Research, Experimental Design, & Theory, CDC 6-step model	CM -Chapter 4, pp. 59-73; SCC -Chapter 1, pp. 1-12; http://0-www.cdc.gov.mill1.sjlibrary.org/eval/index.htm
1/23/07	Quantitative and Qualitative Research	CM -Chapter 1, pp. 1-12; Regan et al, article; Veitch et al. article
1/30/07	Validity	CM -Chapter 9, pp. 163-175; SCC -Chapters 2 (pp. 33-63), 3 (pp. 64-102), & 7 (pp. 229-287); Wansink et al. article; Goodrick et al. article; HW#1 due
2/06/07	Experimental Designs	CM -Chapter 9, pp. 175-179; SCC -Chapter 8, pp. 246-277; Goodrick et al. article; Williams et al. article; HW#2 due
2/13/07	Quasi-experimental Designs	CM -Chapter 9, pp. 179-183; SCC -Chapters 4-6, pp. 103-206; Schulden et al. article; Fuller et al. article; Haomiao et al. article; Kumar et al. article; HW#3 due
2/20/07*	Choosing a research topic; Research Questions & Hypotheses; Introduction to archival database (Choice of Research Question, Hypothesis)	CM -Chapters 2 (pp. 19-36) & 5 (pp. 75-87); HW#4 due
2/27/07*	Literature research and management (Guest lecturer - Ginny Tanji)	CM -Chapter 3, pp. 37-58
3/06/07	Ethics & the IRB (Guest Lecturer - Bill Dendle)	CM -Chapter 6, pp. 89-116; SCC -Chapter 9, pp. 279-291
3/13/07	Selecting Measures; Measurement Development	CM -Chapter 8, pp. 139-161; DV -Chapter 5, pp. 60-100.
3/20/07*	Writing workshop (Guest lecturer – Mark Tomita, Editor CJHP)	Practical Exam as homework assignment
3/27/07	Spring Break	
4/03/07*	Sampling; APA Writing Style; Method Selection	CM -Chapter 7, pp. 117-137; SCC -Chapters 11 (pp. 342-348) & 12 (pp. 374-387); IRB documents (On-line NIH Certificate due date)
4/10/07*	Statistical Analysis using SPSS	CM -Chapter 12, pp. 245-25;
4/17/07*	SPSS continuation as necessary; Writing the Paper; Presenting the Paper	CM -Chapters 13 (pp. 261-274) & 14 (pp. 280-285); Background Literature, Method Section, & Results Section; HW#5 Due
4/24/07*	Initial submission of group manuscript / revisions	CM -Chapter 14, pp. 275-282; Peer Review
5/01/07*	Finalization of manuscript and journal submission; MPH Competencies	Journal Submission
5/08/07*	Poster and power point presentations	Presentations

*computer lab reserved for this class

MPH Competencies Addressed in PH 702	Achieved in PH 702	Methods Used
Analytic Skills		
<ul style="list-style-type: none"> Define a public health problem. 	Yes	
<ul style="list-style-type: none"> Determine appropriate use of data and statistical methods. 	Yes	
<ul style="list-style-type: none"> Collect and summarize data relevant to an issue. 	Yes	
<ul style="list-style-type: none"> Describe how the data illuminate ethical, political, scientific, economic, and overall public health issues. 	Yes	
<ul style="list-style-type: none"> Identify research designs used in public health, including advantages and flaws of specific designs, and determine designs appropriate to specific needs. 	Yes	
Communication Skills		
<ul style="list-style-type: none"> Communicate effectively to professional and lay audiences both in writing and orally. 	Yes	
<ul style="list-style-type: none"> Solicit input from individuals and organizations. 	Yes	
Cultural Skills		
<ul style="list-style-type: none"> Identify the role of cultural, social, and behavioral factors in determining disease, disease prevention, health promotion behavior, and medical services organization and delivery. 	Yes	
<ul style="list-style-type: none"> Develop and adapt approaches to problems that take into account cultural differences. 	Yes	
Basic Public Health Skills		
<ul style="list-style-type: none"> Define, assess, and describe the health status of populations, determinants of health and illness, factors contributes to health promotion and disease prevention, and factors influencing the use of health services. 	Yes	
<ul style="list-style-type: none"> Apply the basic public health skills from behavioral and social sciences, biostatistics, epidemiology, and environmental health to improve health status. 	Yes	