



1. Course Information

- a. **Course Number and Title:** PH 770c, Doctoral seminar in social epidemiology
- b. **Credit Hours & Semester Offered:** Fall 2018, 3 credits (2 credits lecture, 1 credit lab with Dr. Braun)
- c. **Meeting Day(s), Times & Room No.:** Wednesday 11am to 1:00pm
- d. **Prerequisite(s):** Introduction to epidemiology or an equivalent

2. Instructor Information

- a. **Name:** Catherine Pirkle
- b. **Phone:** 808-956-5781
- c. **Email:** cmpirkle@hawaii.edu
- d. **Office Location:** Tower 102
- e. **Office Hours:** Thursdays, 4 to 5:00pm

3. Course Description

PH 770c focuses on applying social and life-course epidemiology to better understand health disparities. We will examine how disparities are defined and we will look at some explanations for disparities, including social determinants of health, racism, and life-course theory. The seminar approach emphasizes the exchange of ideas and the identification of alternative approaches to address each issue. Each class is an opportunity for students to develop critical skills. Attendance in this class is limited to doctoral students in public health and social work.

4. Learning Objectives for the Course

- Obtain an-depth knowledge of social inequalities in health
- Contemplate and discuss the social determinants of health inequalities
- Identify methodological constraints to examining the health of communities
- Explain what is meant by health disparities, and explain why they are a public health concern.
- Explain how social determinants of health affect disparities.
- Explain how and why the life-course perspective is helpful in understanding and addressing disparities.
- Demonstrate skills at initiating and maintaining a learning community among PhD students.

5. Course Schedule & Assignments

Week	Date	Topic/ Competency Addressed*	Activities/ Assessment Activity*	Assignment(s) Due
1	8/22	Introduction to social epidemiology	Laulima quiz 1	Readings #1
2	8/29	Biomedicine & health of populations	CBTR3	Readings #2-3 Quiz 1 due
3	9/5	Can populations get sick?	Assignment 1.1 CBTR4 & 10, CBTR3	Readings #4-5
4	9/12	Study of group level factors in population health	Class discussion on assignment 1.1 Assignment 1.2 CBTR4 & 10, CBTR3	Readings #6-7

5	9/19	Social determinants of health	Class discussion on assignment 1.2 CBTR4 & 10, CBTR3	Readings #8-9 Assignment 1.1 due
6	9/26	Causes and mechanisms of health disparities in the United States	Race abstract CBTR1, CBTR3	Readings #10-11 Assignment 1.2 due
7	10/3	Measuring health disparities	CBTR3	Readings #12-13 Abstract review due CBTR 5
8	10/10	Race/ethnicity and health	CBTR3	Readings #14-15 Race abstract due
9	10/17	Sex/gender and health	Gender abstract CBTR1, CBTR3	Readings #16-18
10	10/24	Income inequalities and health	Laulima quiz CBTR3	Readings #19-20 Abstract review due CBTR 5
11	10/31	Social systems and health	Assignment 1.3 CBTR4 & 10, CBTR3	Readings #21-22 Quiz 2 due Gender abstract due
12	11/7	Life-course epidemiology I	Laulima quiz Class discussion on assignment 1.3 CBTR4 & 10, CBTR3	Readings #23-25
13	11/14	APHA-MOVIE <i>Unnatural causes: Is inequality making us sick</i>		Quiz 3 due
14	11/21	Life-course epidemiology II	Life-course abstract CBTR1, CBTR3	Readings #26-28 Assignment 1.3 due
15	11/28	Student presentations I	CBTR14, CBTR3	Abstract review due CBTR 5
16	12/5	Student presentations II	CBTR14, CBTR3	Life-course abstract due

*Activities that address PhD competencies are indicated by bold font.

List of readings:

1. Kreiger N. A glossary for social epidemiology. *Journal of Epidemiology and Community Health*. 2001;55:693-700.
2. McKeown T. Medical issues in historical demography. *International Journal of Epidemiology*. 2005; 34:515-520.
3. Colgrove, J. The McKeown thesis: A historical controversy and its enduring influence. *AJPH*. 2002; 92: 722-725.
4. Rose G. Sick individuals and sick populations. *International Journal of Epidemiology*. 2001; 30:427-432.
5. Frohlich K.L. & Potvin L. The inequality paradox: The population approach and vulnerable populations. *AJPH*. 2008; 98: 216-221.
6. Schwartz S. The right answer to the wrong question: Consequences of type III error for public health research. *AJPH*. 1999; 89: 1175-1180.
7. Schwartz S. The fallacy of the ecological fallacy: The potential misuse of a concept and the consequences. *AJPH*. 1994; 84: 819-824.
8. Marmot M. Achieving health equity: from root causes to fair outcomes. *The Lancet* 2007; 370: 1153-63.
9. Marmot M. Social determinants of health inequalities. *The Lancet*. 2005; 364: 1099-104.
10. Adler NE & Rehkopf. U.S. Disparities in Health: Descriptions, causes, and mechanisms. *Annual Reviews of Public Health*. 2008; 29: 235-52.
11. Berkman L. Social epidemiology: Social determinants of health in the United States: Are we losing ground? *Annual Reviews of Public Health*. 2009; 30:27-41.

12. Keppel K, Pamuk E, Lynch J, et al. Methodological issues in measuring health disparities. National Center for Health Statistics. *Vital & Health Statistics*. 2005; 2(141).
13. Messer L.C. Invited commentary: Measuring social disparities in health- What was the question again? *American Journal of Epidemiology*. 2008; 167:900-4.
14. Jones CP. Levels of racism: A theoretic framework and a gardener's tale. *AJPH*. 2000; 90:1212-1215.
15. Bailey ZD, Krieger N, Agénor M, Graves J, Linos N, Bassett MT. Structural racism and health inequities in the USA: evidence and interventions. *Lancet* 2017;389:1453-63.
16. World Health Organization. Gender. <http://www.who.int/en/news-room/fact-sheets/detail/gender> [accessed August 18, 2018].
17. Kreiger N. Genders, sexes, and health: what are the connections—and why does it matter? *International Journal of Epidemiology*. 2003;32:652-657.
18. Llácer A, Zunzunegui MV, del Amo J, Mazarrasa L, Bolumar F. The contribution of a gender perspective to the understanding of migrants' health. *Journal of Epidemiology and Community Health*. 2007; 61:ii4-ii10.
19. Kawachi I & Kennedy B.P. Socioeconomic determinants of health: Health and social cohesion: Why care about income inequality? *BMJ*. 1997; 314:1070-1040.
20. De Maio, F.G. A glossary of income inequality measures. *Journal of Epidemiology and Community Health*. 2007;61:849-852.
21. Lomas J. Social capital and health: Implications for public health and epidemiology. *Social Science and Medicine*. 1998;47:1181-1188.
22. Szreter S & Woolcock. Health by association? Social capital, social theory, and the political economy of public health. *International Journal of Epidemiology*. 2004;33:650-667.
23. Kuh D, Ben-Shlomo Y, Lynch J, Hallqvist J, Power C. A glossary of life-course epidemiology. *Journal of Epidemiology and Community Health*. 2003;57:778-783.
24. Ben-Shlomo Y & Kuh D. A life course approach to chronic disease epidemiology: Conceptual models, empirical challenges and interdisciplinary perspectives. *International Journal of Epidemiology*. 2002;31:285-293.
25. Ben-Shlomo Y, Cooper R, Kuh D. The last two decades of life course epidemiology, and its relevance for research on ageing. *International Journal of Epidemiology*. 2016; 45:973-988.
26. Dube SR, Felitti VJ, Dong M, Giles WH, Anda RF. The impact of adverse childhood experiences on health problems: evidence from four birth cohorts dating back to 1900. *Preventive Medicine*. 2003; 37: 268-277.
27. Guralnik JM, Betterworth S, Wadsworth MEJ, Kuh D. Childhood socioeconomic status predicts physical functioning a half century later. *Journal of Gerontology*. 2006; 61A:694-701.
28. Viner RM at al. Life course epidemiology: Recognizing the importance of adolescence. *Journal of Epidemiology and Community Health*. 2015; 69: 719-720.

6. Specific Assignment Guidelines

Assignment 1 : Application of theory to a public health issue #1

For this assignment, you may choose **one** of the following papers:

1. **Rose G. (1984) Sick Individuals and sick populations.**
2. **Frohlich & Potvin (2008). The inequality paradox: The population approach and vulnerable populations.**

In 750 words, discuss how the principal thesis/argument of the paper applies to a **current** public health issue. In your paper, be sure to summarize the principal message of the article you will be using and demonstrate with concrete examples how the message conveyed by the author(s) applies to the public health issue that you selected. The principal objective of this assignment is to assess if you understand the idea conveyed by the authors and can use that idea and/or theory to think deeply about a public health issue of current relevance. You will have an opportunity to discuss your ideas for the paper in class, as well as to share your writing with your peers for critical feedback. Please bring your computers and/or notes. Please be sure to back your arguments with academic references or grey literature (only from reputable sources such as the WHO) and use either Vancouver or APA citation styles. You may use newspaper references judiciously if this is necessary to justify that the public health issue you are examining is

pertinent and timely. If doing so, please use well-respected news sources such as the *New York Times* and *The Washington Post*. You may also want to consult the optional readings in Lulima to help you better understand, and critically reflect upon, the idea and/or theory presented in the readings above.

You will be graded based on:

- 1) How well you understand the concepts presented in the article that you selected
- 2) The clarity and persuasiveness of your discussion
- 3) The timeliness and significance of the issue you select. You are welcome to discuss local or international issues.
- 4) Your writing quality and attention to detail (no typos, correct citation styles, *etc.*).
- 5) Ability to follow directions (word count, formatting, *etc.*).

Formatting: Font: 12-point in Ariel, Cambria, Times New Roman, or Calibri. Paragraph: Double line spacing. Margins: At least 2 cm on all side. Footers/Headers: Page numbers on the bottom right and your name on the top left of each sheet of paper.

Assignment 1.2: Application of theory to a public health issue #2

For this assignment, you may choose **one** of the following papers:

1. **Schwartz (1994) The fallacy of the ecological fallacy: The potential misuse of a concept and the consequences.**
2. **Schwartz (1999) The right answer to the wrong question: Consequences of type III error for public health research.**

Please follow the same instructions as for assignment #1.

Assignment 1.3 : Application of theory to a public health issue #3

For this assignment, you may choose **one** of the following papers:

1. **Ben-Schlomo Y, Kuh D. A life course approach to chronic disease epidemiology: Conceptual models, empirical challenges, and interdisciplinary perspectives.**
2. **Szreter S & Woolcock. Health by association? Social capital, social theory, and the political economy of public health.**

Please follow the same instructions as for assignment #1.

Assignment 2 : Lulima quizzes on essential content

Over the course of the semester, you will take **three** quizzes, which you will **complete online through the Lulima system**. These quizzes will cover the content of articles from the *Journal of Epidemiology and Community Health* – Glossary. Specifically, the articles you will be quizzed on include:

1. **Kreiger N. A glossary for social epidemiology. *Journal of Epidemiology and Community Health*. 2001;55:693-700.**
2. **De Maio, F.G. A glossary of income inequality measures. *Journal of Epidemiology and Community Health*. 2007;61:849-852.**
3. **Kuh D, Ben-Shlomo Y, Lynch J, Hallqvist J, Power C. A glossary of life-course epidemiology. *Journal of Epidemiology and Community Health*. 2003;57:778-783.**

Each quiz is open-book and you will be given up to two opportunities to complete the quiz. You will have a week between when the quiz is posted to Lulima and when it is due.

Assignment 3: Composition of an scientific abstract

Public Health professionals need to master writing an abstract in order to attend conferences and to publish papers. It is an important skill that demonstrates one's ability to synthesize study findings. You will be given three opportunities in class to draft an abstract based on the content of a published article in social or life-course epidemiology.

For this assignment, you will be provided a published research article in which the abstract has been removed. The content of the article will align with material assigned for that week. In class, you will be given an hour to read the article and draft an abstract. In accordance with most journal policies, your abstract should be **250 words or less**. It should also contain the following subheadings: **Background, Study Objectives, Methods; Results; Conclusion**.

You must submit your abstract draft through the Laulima assignments' tool **before leaving class**. If you do not have a laptop, please let me know at the beginning of the semester so we can make arrangements for you to work on this assignment in the computer lab. Your draft abstract will be transferred automatically via Laulima to two of your peers for review. Peer-reviewers will have one-week to complete the revision of the abstract and you will be given another week to incorporate their feedback and resubmit.

This entire assignment is based on the honor system. Neither you nor your peer reviewers should look up the original abstract. At the end of the semester, I can provide you the original articles. The objective of this assignment is to assess your understanding of the assigned article, your ability to write an abstract, and your capacity to incorporate peer-review. You will be graded on your **final abstract submission**.

I will assess you on the following elements:

- 1) Followed instructions regarding word count and sub-headings
- 2) Quality and clarity of the writing
- 3) Abstract identified the research gap or public health problem under study
- 4) The study objective was clearly articulated
- 5) Critical elements of the methods were described
- 6) The most important results/findings were presented
- 7) Conclusion addressed the programmatic, policy, or clinical implications of the findings

Class Participation

Each student is expected to participate fully during the seminar. **To do so, you are expected to prepare one to two discussion open-ended questions before class.** These discussion questions must be related to the readings assigned for that week. These questions may entail critiques of the articles, ideas on how the readings pertain to your research or a current public health issue, or even questions to your peers/instructor about elements of the readings you may not have fully understood.

Additionally, each student is expected to provide peer-review to two of your classmates abstract submissions, for each abstract assignment. Constructive and helpful peer review is an important skill to develop and will improve both your peers' and your writing skills.

Presentation

Each student has been assigned a presentation to prepare for the end of the semester. This presentation is a part of the laboratory component of the course.

3. Grade Distribution

	Assignment	Percentage
1.	Application of theory to public health (3 assignments)	25
2.	Laulima quizzes - key concepts in social and life course epidemiology (3 quizzes)	15
3.	Abstract writing practice (3 abstracts)	25
4.	Attendance and participation	10
5.	Student paper and presentations from lab sections	25
	TOTAL:	100%

4. Grading Scale

Grade	%age	This course will not use the +/- grading system
A	90-100	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.
B	80-89	Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.
C	70-79	Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.
D	60-69	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.
F	<60	Unacceptable work

9. Course Policies

- All students are expected to complete the readings and course assignments at doctoral-level proficiency. Maximum benefit from this class can be achieved only if you attend class, complete the readings and assignments as they are assigned, and actively participate in discussions. All students are expected to show up on time and attend all classes.
- Class papers/projects must be received **when due** to receive full credit. **Ten percent** will be deducted for each day the assignment is late. **You must submit assignments through the Laulima Assignments' tool.** You have until 11:50pm, the day the assignment is due, to submit it.
- **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 Hawai'i Student Conduct Code, available at the Office of Student Affairs, Student Services Center.
- No extra credit assignments will be given. Please do not ask.
- **Appropriate citations and references are expected.** Please follow the International Committee of Medical Journal Editors (ICMJE) recommendations for citing references (Vancouver Style): http://www.nlm.nih.gov/bsd/uniform_requirements.html or the American Psychological Association (APA) citation style: <https://www.library.cornell.edu/research/citation/apa>
- **Syllabus may be revised as needed.** The course schedule and assignments may need to be revised and some topics re-scheduled on the availability of guest speakers, pace of learning, size of class, and the needs of the students.
- Students are encouraged to meet with the instructor to review their progress, or clarify course assignments and expectations. Please contact the instructor before or after class, or by email, to set-up appointments. When possible, students should schedule appointments during office hours.

Useful Websites/Resources

- i. Writing resources
 - a. I want to see clear, concise, well-edited work for your assignments. It is essential that, as public health professionals, you are able to write clearly and edit your work. When you turn in your work, I will grade down if there are numerous grammatical errors, typos, and examples of non-standard English. Please write in a professional manner and avoid jargon. Please limit abbreviations unless necessary and commonplace to the field in which you work.
 - b. You have plenty of time to start this process early and find someone who can help you meet these goals. You do not need to do this alone. In fact, most writers do not. I am happy to look at earlier drafts and provide advice and guidance, though I may not be able to provide detailed editing for you. If you need assistance with this, please contact the writing center

(<https://sites.google.com/a/hawaii.edu/writingcenter/home>) and work with a writing tutor there. You should also work with your peers to provide editing and constructive advice for each other.

- ii. Hawai'i State Legislature – <http://www.capitol.hawaii.gov/>, and the Public Access Room – <http://lrbhawaii.org/par/>
- iii. University of Hawai'i Health Services Library – www.hawaii.edu/hslib
- iv. OWL at Purdue's APA Formatting and Style Guide – <http://owl.english.purdue.edu/owl/resource/560/01/>
- v. Hawaiian Language Dictionary – <http://www.wehewehe.org/>
- vi. University of Hawai'i Hawaiian Language Online – <http://www.hawaii.edu/site/info/diacritics.php>
- vii. Hawai'i Health Data Warehouse – <http://hhdw.org/>
- viii. University of Hawai'i Committee on Human Studies – <https://www.hawaii.edu/researchcompliance/human-studies>

University Policies

a) Equal Opportunity and Affirmative Action Policy

- i. The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities.
- ii. For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:
 - a. Students: Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA, Title IX & ADA Coordinator – (808) 956-3290 (V/T), ldeta@hawaii.edu
 - b. Employees: Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator – (808) 956-7077, eeo@hawaii.edu
 - c. Students with Disabilities: Ann Ito, KOKUA Program Director – (808) 956-7511 (V/T), kokua@hawaii.edu

b) Accommodations

- i. A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text), and they are located in room 013 of the Queen Lili'uokalani Center for Student Services.

c) Sexual Harassment

- i. Sexual harassment is one type of sex discrimination under Title IX, United States Education Amendments of 1972. The U.S. Department of Education's Office for Civil Rights (OCR) states that sexual harassment is *any* unwelcome conduct of a sexual nature. Sexual violence is a severe form of sexual harassment. Some examples of sexual violence include threatening someone into unwanted sexual activity; sexual contact with someone who is drunk, drugged, unconscious, or otherwise unable to give a clear, informed "yes" or "no"; and rape or attempted rape. For more examples, visit the Office of Gender Equity website.
- ii. If you would like to speak to someone *confidentially* about your options regarding something you have experienced or witnessed, please contact The Office of Gender Equity. This office provides information about options regarding University policies and procedures to potential complainants of gender-based discrimination, sexual violence, stalking, dating violence, or intimate partner violence. You can contact this office at (808) 956-7077 (voice or text) or via email at eeo@hawaii.edu.

d) Counseling and Mental Health Services

- i. From time to time, we all need help managing stress and life problems. At times, school can be overwhelming, especially when balancing other responsibilities such as family and work. The

University of Hawai'i at Mānoa has a Counseling & Student Development Center (CSDC) that is available to all students. The phone number is (808) 956-7927, and the website is <http://manoa.hawaii.edu/counseling/>.

- ii. *If you (or someone you know) are ever in need of crisis services anytime/anywhere, please know there are many community-based resources available.* Please speak to me privately for more information. Two major organizations to know about are:
 - a. National Suicide Prevention Lifeline (NSPL) – 1-800-273-TALK (8255): A free, 24-hour hotline available to anyone in emotional distress or a suicidal crisis.
 - b. Crisis Line of Hawai'i – on O'ahu call 832-3100; Neighbor islands call 1-800-753-6879: A local team of trained and experienced professionals 24 hours a day to help in times of mental health crisis.



e) Student Conduct Code and Academic Dishonesty

- i. The university expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.
- ii. Academic dishonesty such a plagiarism, cheating, and other forms of dishonesty may result in a failing (“F”) grade for the assignment. More than one incident of academic dishonesty may result in a failing (“F”) grade for the course. Equally, more than one incident may also result in reporting the academic dishonesty to the UH Office of Judicial Affairs. Student should familiarize themselves with the University of Hawaii Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/).

10. Required Text or Readings

All readings are posted to Laulima

11. Foundational & Specialization Competencies Addressed

DRPH (PHD) CBTR COMPETENCIES	
CBTR1.	Apply data management, analysis, interpretation, and visualization techniques in: intervention development, evaluation, and monitoring of public health problems and interventions.
CBTR3.	Critique research appropriateness, including the ethical aspects of research designs, subject recruitment, and data collection that involve communities.
CBTR4.	Critically analyze, use, and synthesize data from multiple sources to address public health problems/issues.
CBTR5.	Promote co-learning between researchers, public health professionals, and communities.
CBTR10.	Identify and apply appropriate theory and evidence-based approaches to inform the design and evaluation of public health interventions for diverse communities.
CBTR14.	Demonstrate effective written and oral skills for communicating with persons across the lifespan from diverse cultural, lifestyle, socioeconomic, educational, racial, ethnic and professional backgrounds.

Course Schedule PH 770C (section 1) – Lab Schedule and Assignments for Systematic Reviews

DATE	8-11am Wed or alternate time to be determined
Wed 8/22 Wk 1	LEC: Orientation, QP, PRISMA DISCUSS: Your research areas and first assignment READ: Moher (PRISMA)
Wed 8/29 Wk 2	LEC: Developing your rationale and RQ DUE/PRESENT: Critique of a review article in area of interest. DISCUSS: Research areas and how to use abstraction tool.
Wed 9/5 Wk 3	READ: Littell, chapters 1-2 LEC: Your SR protocol review (methods)
Wed 9/12 Wk 4	GUEST: Melissa Kahili-Heede, Librarian, Systematic Literature review software training READ: Littell, chapter 3 DUE: CITI training certificate
Wed 9/19 Wk 5	GUEST: Melissa Kahili-Heede, Librarian, Zotero training READ: Littell, parts of chapter 4
Wed 9/26 Wk 6	DUE: Intro, rationale, RQ, and SR protocol (methods) DUE/PRESENT: 20+ articles in grid/EndNote, inc/excl criteria
Wed 10/3 Wk 7	Present intro, rationale, RQ and SR protocol (methods) to GUEST
Wed 10/10 Wk 8	DUE/PRESENT: Your revised introduction and your method section (including PRISMA flow chart), growing “grid” MEET WITH KB: w/ articles
Wed 10/17 Wk 9	LEC: Assessing study quality READ: Littell, chapter 4 MEET WITH KB: w/ articles
Wed 10/24 Wk 10	LEC: Ways to synthesize findings DISCUSS: Possible tables/charts for synthesis
Wed 10/31 Wk 11	LEC: Discussion and limitations DUE/PRESENT: Your tables
Wed 11/7 Wk 12	DUE/PRESENT: First complete draft of literature review
Wed 11/14 Wk 13	Present to GUEST: Draft systematic review
Wed 11/21 Wk 14	DUE/PRESENT: Second complete draft of literature review
Wed 11/28 Wk 15	PRESENTATIONS by year 1 and year 2 students
Wed 12/5 Wk 16	PRESENTATIONS by year 1 and year 2 students

Assignments

1. CITI: Complete the CITI training modules for Non-Exempt Social & Behavioral Sciences Researchers and Key Personnel.

<https://www.citiprogram.org/index.cfm?pageID=14&languagePreference=English®ion=1>. Please keep an electronic copy, as you will need to submit this with every IRB application. Email me a copy for my files.

2. Literature Review Critique: Find a literature review of interventions in your area of interest. In PubMed, specify limits of “English,” “review,” “humans,” and “links to full text,” and then search for “interventions” in your area of interest. Read the article, and write and submit a paper in which you answer these questions:

- a. Did the authors follow the PRISMA guidelines?
- b. What is the research question or purpose of the review?

- c. What were the search terms? What were the inclusion and exclusion criteria? Did the author use PICOS to develop search terms and/or inclusion and exclusion criteria? What was the yield, i.e., how many articles were initially identified, and how many were actually included in the review? Why were articles excluded? How many articles were included, and was more than one publication included for the same intervention? Did the author include a flowchart of search results?
- d. How were the findings organized? For example, were findings organized by research questions or by categories like study/intervention characteristics, intervention components, types of measured used, findings, etc.? What were the main findings associated with each research question or category of findings?
- e. Did the author investigate the methodological quality of the science? If so, which assessment tool did they use? What were the findings?
- f. How was the discussion structured?
- g. Did the author compare and contrast findings (look for words/phrases like unsurprisingly, unexpectedly, in contrast with previous work, expanding on previous work, filling the gap in the literature)?
- i. Aside from research quality (if applicable), what other limitations did the author identify? Where there different categories of limitations?
- j. Based on the findings of the literature review, what recommendations did the author make for research, programing, and policy making in this area?
- k. Assess the literature review against the PRISMA checklist.

3. Systematic Review: Select a problem and prepare a systematic literature review on the components and effectiveness of interventions to address that problem. Here is a possible abstract. Also see scoring rubric.

- a. Abstract, which includes 1-2 sentences from each of the following sections.
- b. Introduction, in which you identify the problem interest, provide a rationale for focusing on this problem, discuss populations that may be more at risk for this problem (i.e., disparities related to the problem), and outline the purpose/sections of your paper.
- c. Methods, in which you articulate your definitions, data sources, search criteria, selection criteria, and data extraction procedures. Include a diagram (see PRISMA).
- d. Results, in which you summarize the findings. This section is easiest to write if you prepare the tables first—one that displays characteristics of the included studies (grouped in some meaningful way), one that displays the “quality” scores, one that displays the components of the interventions tested, and one that displays the outcomes (this could be linked to the “components” table).
- e. Discussion, in which you summarize the main findings (from results), and then go on to discuss methodological issues and implications of your findings. Make recommendations for future programing, policy, and research.
- f. Conclusion, if needed, to sum up the main points of the paper.
- g. References, using either APA or NLM referencing style
- h. Appendix of the included literature in a grid format (optional)

PH 770C (section 2) – Lab Schedule and Assignments for Proposal Starts

DATE	1-3 pm Wednesday, room D211
Wed 8/22 Wk 1	DISCUSS: Proposal outline, your topic, timeline, annual review. READ: PhD 3-Paper Dissertation Proposal Outline, Rubric
Wed 8/29 Wk 2	READ: GRG, page 1-9 LEC: Problem statements, conceptual frameworks and research questions DUE/PRESENT: Vision statements
Wed 9/5 Wk 3	READ: GRG, ch 8 on Mixed Methods and Sample Specific Aims LEC: Writing specific aims DUE/PRESENT: Introduction (prob statement, conceptual framework, research questions)
Wed 9/12 Wk 4	LEC: Resume's (for annual review) DUE/PRESENT: Specific Aims
Wed 9/19 Wk 5	DUE/PRESENT: Specific Aims
Wed 9/26 Wk 6	DUE/PRESENT: 2 nd draft of Introduction
Wed 10/3 Wk 7	Present Specific Aims to GUEST
Wed 10/10 Wk 8	LEC: Methods overview DUE/PRESENT: Ideas for methods for one of your studies ANNUAL REVIEW DUE 10/15.
Wed 10/17 Wk 9	LEC: Methods specific to your studies
Wed 10/24 Wk 10	DUE/PRESENT: Methods for 1 study
Wed 10/31 Wk 11	LEC: Applying for IRB approval of your study
Wed 11/7 Wk 12	DUE/PRESENT: IRB application, including consent form
Wed 11/14 Wk 13	Present to GUEST: Problem, conceptual framework, research questions and methods for one study
Wed 11/21 Wk 14	No lab. Many of us will be at APHA DUE: Specific Aims, Intro to proposal, and methods for one study
Wed 11/28 Wk 15	PRESENTATIONS by year 1 and year 2 students
Wed 12/5 Wk 16	PRESENTATIONS by year 1 and year 2 students

1. Vision Statement: Write and submit a 1-2 page paper about your vision of your dissertation research. Include the problem of interest and ideas for research questions you could answer.
2. Specific Aims for Proposal: Write and submit a 1-2-page Specific Aims for the dissertation.
 - a. Introductory paragraph—What is the relevance of your proposal to human health? What is the research problem, and why is it significant? What is the current knowledge on this, and what are the knowledge gaps that your research will fill?
 - b. The Big Picture – What is the long-term continuum of research that you will pursue (linking to the conceptual framework)? What is the objective of this application (linking back to gap in knowledge and emphasizing the product of research)? What is your central hypothesis (linking to the objective and conceptual framework)? What will become possible because of this research?

- c. Specific Aims paragraph-For each of three aims, what is the specific thing you will accomplish? What is your proposed approach (method)? What is your hypothesis?
- d. "Payoff" paragraph – What are the anticipated outcomes and products, i.e., what is the payoff when your research is completed? How will your outcomes advance the field?

3. Introduction.

- a. An overview of the public health problem, including the extent of the problem locally, nationally, internationally (if relevant), and in your community of interest.
- b. An overview of interventions aiming to address the problem (if relevant to your dissertation)
- c. The status of the knowledge about the problem and the interventions, including the gaps that this dissertation will fill
- d. A summary of how the problem and available/proposed interventions are perceived by your community, your role in this community, and how are you working together on this research (this section could also go after h)
- e. The purpose of your dissertation
- f. A conceptual framework or causal model of the problems and interventions (if relevant), shown graphically and explained in the text
- g. Your 3 research questions within the context of the framework/model
- h. For each research question, a brief overview of the proposed method to answer it.
- i. An overview of expected outcomes (i.e., what do you expect to find, and how do you expect these findings to advance research and practice?)
- j. Community partners for the study
- k. Overall timeline

4. Methods for 1 Study

- a. Research Question and Rationale (e.g., What is the research question? Why is it important to address (in relation to your problem and conceptual framework or causal model? What is the literature of relevance to answering this particular RQ?)
- b. Study Design (e.g., Is it participatory or not, qualitative, quantitative, epidemiological, exploratory, confirmatory, longitudinal, cross-sectional, etc?)
- c. Sample (e.g., Who will be recruited and from where, how many, and why this group? What are your inclusion/exclusion criteria? Is your sample random, stratified, convenience, census, etc? If you are not collecting the data, what are the data sources and how were these data collected and from whom? What are the expected characteristics of the sample, or known characteristics if these data have been collected by someone else? What is the final sample size, and how do you know that this sample size is adequate, i.e., is your study adequately powered?)
- d. Measures (e.g., Which data collection tools were used or will be used? What are the psychometric properties of these tools, if known? What are your variables of interest and how are they defined?)
- e. Procedures (e.g., What will you do first, second, third, etc as you carry out this research? Be sure to describe any special procedures or approaches that are tailored to the culture or community with which you are working. Also include participation by community members, e.g., if they are involved in data collection or interpretation.)
- f. Analysis plan (e.g., How will data be managed? Which software program will you use, if any? How will you clean the data? Which data transformations do you expect, if any? Which analytical tests will you employ?)
- g. Potential limitations and solutions (e.g., Given what you know, what might go wrong and how will you address these issues? All methods have limitations, so spell them out and explain how you will minimize problems. Possible limitations include credibility, generalizability, response bias, researcher bias, issues with recruitment, dependence on other sources for your dataset, etc.)
- h. Human subjects (e.g., Which IRB(s) will approve this study? What procedures will be conducted on whom in this study? What are the potential risks from this research to participants and the community, including physical/ mental harm or trauma or even just loss of privacy? What will you do as a researcher to protect participants from harm or loss of privacy or to identify harm/loss and

resolve it quickly? How will you inform participants of study benefits, risks, protections, and their legal rights?)

- i. Expected findings and future research (e.g., What answers do you expect? How might these answers help the community? Where will these answers allow you to next take your research?)
- j. Dissemination plan for your findings (e.g., How will you get the findings back to the individuals who participated in this study? At which local and national conferences will you plan to present these findings? In which journal will you try to publish these findings?)
- k. Timeline for this study