



Psychology 378: Health Psychology
Spring, 2008
California State University, Long Beach

Class times: Tuesdays, 2-4:45 p.m.
Classroom: PSY-153

Instructor: **Dr. Bianca D. M. Wilson**
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Required Materials:

Wilson PSY 378 Reader: available for purchase at Copy Pro

Prerequisites: PSY 100

CLASS DESCRIPTION:

This class provides an overview of the field of health psychology, one of the specialty areas of the discipline of psychology. In this class, you will learn the history of health psychology, major theories in the field, and methods of applying health psychology knowledge to promoting health and preventing diseases. Particular attention will be given to the roles of individual, social, cultural, and economic factors in health.

ANTICIPATED LEARNING OUTCOMES

Students who have successfully completed this course should be able to...

1. Identify and apply the theories of Health Psychology
2. Compare and contrast four different perspectives within Health Psychology (Clinical, Public health, Community, and Critical)
3. Assess the credibility of health information disseminated within the media
4. Understand the distinctions and applications of research methods within Health Psychology
5. Identify and critically analyze factors that affect health and disease
6. Understand and critically analyze the roles of oppression, culture, and social identities in health behavior and health care access
7. Design a health promotion program that includes a plan for evaluating its effectiveness

Course Components

HEALTH IN THE NEWS ASSIGNMENT (25 Points)

This assignment is designed to encourage you to think about the ways health issues are conveyed in the public domain, as well as provide an opportunity for me to get to know your interests in the field of health. Choose a health issue that interests you and identify an article in a newspaper related to it. The article can be from a printed or electronic version of the newspaper, but keep in mind that electronic papers usually require a free or paid registration. Write a brief essay on the article, covering the following: 1) why is this topic of interest to you?; 2) did the article cover the aspects of the health issue that concern you most?; 3) were any psychological issues covered?; 4) what research was reported in the news article to support their approach to the health issue; and 5) how would you evaluate the article's level of coverage of the health issue? The paper should be approximately 2 pages single spaced. Provide a reference for the article in APA format. Also, in order to help me get to know you a little better and put names to faces, please attach a photograph of yourself (if you like, it may include other friends, family members, pets, etc.). As an example and so you can get to know my interests, I have also posted an essay that I wrote on BeachBoard. This assignment is **due February 19**.

COMMUNITY BASED HEALTH PROGRAMS (50 points)

Identify one community based program (off-campus) that focuses on addressing health issues. The program may focus on behavior change, changing local environments for health, or developing new health policies. The program can be through a local (LA or Orange County) health department or a local non-profit organization. You may choose one that you already know or search the web (Idealist.org is a great resource). Describe the purpose of the program, its target population, and major activities or components of the program. Additionally, reflect on your reactions to the program, which may be about the significance, approaches, or content of the program. The component of the program to which you respond is up to you; I am looking for thoughtfulness, critical thinking, and a clear presentation of your thoughts in writing. You may have to visit or call the program to get some of these details. The summary should be 2 pages double spaced. **The summary report is due March 4.**

HEALTH PSYCHOLOGY PERSPECTIVES REPORT (50 Points)

Choose a health behavior, such as exercising, smoking, using condoms (*if it cannot be phrased as a verb, it is not a behavior*). Then, from the perspective of each of the four main types of health psychology areas (clinical, public health, community and critical), develop two research questions that might be addressed within each perspective. Additionally, for one of the research questions under each perspective, briefly propose a research method that could be used to test the research questions and describe why this method would be appropriate. Details regarding the report will be posted on BeachBoard within the first few weeks of class. The report will be formatted more like an outline than a full report and is **due March 18**.

GROUP WRITTEN AND ORAL REPORT (125 Points)

For this assignment, you will work as a group and write a paper (approximately 12-15 pages) that details the development of a health promotion/ disease prevention intervention targeting one of five health issues: 1) sexual health and/or STI prevention; 2) cardiovascular health and diseases; 3) cancer prevention, of any type; or 4) substance addiction prevention, of any type. Details regarding the group project criteria will be posted on BeachBoard. In the final week of the semester, the groups will present (approximately 25 minutes for each group) their interventions to the class, covering the areas detailed in the paper, and answer questions from the class. Individual group members will be graded individually on their contribution to the written paper. The groups will also receive points for the paper as a whole and for the oral presentation. As such, it is important that the groups work together to ensure that both the paper and presentation are cohesive. Minimal class time will be allotted for group presentation preparation. Be sure to plan for sufficient time outside of class to work on the project with your group. **The group paper is due April 29**. Printed reports must be submitted, in addition to electronic submissions to TurnItIn through BeachBoard. Use APA format.

MIDTERM EXAM (125 Points)

There will be one midterm exam which will be a mixture of multiple choice, short answer, essay questions, and fill in the blank.

FINAL EXAM (125 Points)

The same format as the midterm will be followed. The final exam is not cumulative.

IN CLASS ACTIVITIES (50 points)

Throughout the semester, we will have discussions about the readings and I will create activities designed to help you apply the readings and lecture information. These activities will include, but are not limited to quizzes on the reading, short reaction papers on the day's topic, participation in group project workdays, and classroom discussion. The reading discussion guide is a useful tool for preparing for in-class activities. I recommend that you complete them for every reading and bring them to class. I will measure in-class participation through discussion by the quality of insights offered, issues raised, thoughtfulness, and participation in small-group discussions.

<i>Expectations and Resources</i>
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Use of Computer Technology. Research psychologists use computer technology extensively. This course will emphasize computer applications. For example, students will learn to use a) electronic databases, including PsychInfo and Web of Science, to conduct literature reviews; and b) word processing applications, including Microsoft Word and PowerPoint, to clearly present research findings. These applications are available in the computer labs on campus. In addition, many course materials (e.g., syllabus, course calendar, lecture outlines, handouts, tutorials, assignments, and grades) are available online. It is essential that you have access to the course web site through Beachboard at <http://beachboard.csulb.edu> and that you check the class' BeachBoard site at least weekly. If you have trouble logging into BeachBoard, contact the CSULB Technology Help Desk by phone at (562) 985-4959, check the web site at <http://helpdesk.csulb.edu>, send e-mail to helpdesk@csulb.edu, or visit the Horn Center (formerly known as the North Campus Center).

Classroom Etiquette. One of my major goals for this course is for our meeting times to be maximally productive. Thus, I strive to a) be organized, b) provide useful information and examples, and c) engage students in the material. I expect students to a) arrive on time to lectures, b) turn off cell phones and other electronic devices during lectures, and c) come prepared to learn. Persistent tardiness and class disruption will affect your final grade.

Testing Procedures. In order to reduce distractions and maintain academic integrity during exams, I have established the following rules:

- All hats with a visor or brim that covers parts of your face must be removed or turned around.
- Nobody will be permitted to begin the exam once a student has finished and left the room.
- Nobody will be permitted to leave the room and then continue taking the exam (please be sure to use the restroom before the exam begins).
- If your cell phone or pager goes off, you will be asked to leave the exam. Your exam will be graded based on the amount you completed prior to leaving.
- I will relocate students before (and occasionally, during) exams at my discretion.

These rules are not intended to apply to moments of emergencies or health needs. If you need to leave the exam for an emergency (e.g., feel sick, need to tend to a family member, etc.), please speak to me as soon as possible and we will discuss your make-up exam. If you need to sit in a specific place within the class due to a disability or comfort, please also let me know prior to the exam.

Attendance. While attendance is strongly encouraged because it will optimize your performance in this class, I do not take formal attendance. Below are the specific guidelines for addressing absences or missed due dates in this class.

Missed Class. Students should make every effort to attend class lectures. If you do miss class, consult with classmates for additional notes when you have been absent. I do not provide my lecture notes to students who have missed class for any reason. Several lecture activities, including quizzes and in-class essays, are experiential and cannot be “made up” if you are absent or late. Excessive tardiness will affect your in-class activity grade because it negatively impacts in-class activities and discussions.

Missed Exams. Exam 1 make-ups are offered only when you can provide written evidence of a university-related excuse or other unforeseen and exceptional circumstances (e.g., you are hospitalized, were in a car accident, or a family member died). All make-up exams will be conducted on last day of class (see course schedule). In no case will students be allowed to make up more than one exam. If you have an excused absence for the final, contact me to make arrangements for the day of the make-up.

Late Research Reports. Written reports and assignments are due at the beginning of class on the dates listed in the course schedule. Reports and assignments submitted more than five minutes after the beginning of class will be considered late and penalized 10%. After that class time, an additional 10% of the point value will be deducted for each subsequent 24-hour interval, including weekends. For example, if you submit your paper late at 7pm that evening, you will be docked a total of 20% from the grade you earn on that assignment. You may submit late work to room 100 in the Psychology Building Monday-Friday between 8 a.m. - 12 p.m. or 1 p.m. – 4:30 p.m. Ask the front office staff to stamp the date and time on your assignment and put it in my department mailbox. I recommend that you do not slide anything under the door in my office because you will not receive credit until I find it, which may be substantially later than the time you actually submitted it.

Academic Honesty. You should read the university’s policy on academic honesty, especially the sections covering cheating and plagiarism in the CSULB Spring 2008 *Schedule of Classes*). For example, the use of notes, notations written on your body, clothing, or materials, or any information provided by other people is prohibited during exams. It is your responsibility to avoid suspicious activities and cheating. Plagiarism (and ways to avoid it) will be discussed in more detail, including the use of TurnItIn.com. In the case that two papers or exams are similar to a degree beyond chance, both students will be penalized. Suspicion of cheating is tantamount to cheating. Instances of dishonesty will be addressed in the following manner: a) an initial violation will result in a conference and a grade of “zero” for that assignment, and b) any subsequent offense will result in a grade of “F” for the course, with the matter being referred to the department chairperson and other appropriate administrators.

Special Accommodations. I strive to create an environment in which students can excel. I also understand that some students have special needs and that not all disabilities are obvious. If you have a disability and wish to receive special accommodations (e.g., class note taker, large fonts on exams, etc.) then please consult with me as soon as possible, but no later than two weeks from the first day of class. Information regarding disabilities and accommodations will not be shared with other students. For details about qualifying disabilities and accommodations, students may contact the Office of Disabled Student Services in Brotman Hall 270 or call (562) 985-5401.

Getting Help. Before submitting your written work, I encourage you to visit [The Writing Resource Lab](#), LAB-212, (562) 985-4329, or talk to me about any concerns that you may have. I enjoy working with students on their writing and am available for help at any stage of the process, from brainstorming to final editing.

I am available to meet with students during office hours and I enjoy doing so. Please contact me if you are having difficulties with any aspect of this course and I will do my best to assist you. I will respond to e-mail

messages within 48 hours, except on weekends or holidays (e.g., if you send an e-mail to me on Friday morning I may not reply until Monday morning). You may meet with me outside of office hours, but please contact me ahead of time to ensure I will be available.

University Withdrawal Policy.

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so.

The deadline to withdraw from a class without a "W" is February 10, 2008.

Withdrawal from a course with a "W" after the first 2 weeks of instruction is permissible only for serious and compelling reasons and requires the signature of the instructor and the department chair. **The university deadline to withdraw from classes in spring 2008 is Friday, April 25th.** **NOTE:** I will not sign any withdrawal forms except for serious reasons (such as those that may require you to withdraw from all courses) after groups have begun to working together on the final group project.

AFTER April 25th:

DURING THE LAST THREE WEEKS OF INSTRUCTION (April 28th through May 16th), YOU MAY NOT DROP (WITHDRAW FROM) A CLASS EXCEPT FOR A VERY SERIOUS REASON THAT IS CLEARLY BEYOND YOUR CONTROL, SUCH AS INJURY OR ACCIDENT (**WHICH MUST BE DOCUMENTED**). USUALLY, SUCH CIRCUMSTANCES MEAN THAT YOU WILL BE WITHDRAWING FROM ALL YOUR CLASSES. YOU WILL NEED THE APPROVAL OF THE COLLEGE DEAN AS WELL AS THAT OF THE CLASS INSTRUCTOR AND DEPARTMENT CHAIRPERSON FOR EACH CLASS YOU DROP.

The College of Liberal Arts adheres to this policy strictly, and does not sign withdrawal forms in the final three weeks of instruction for other reasons.

How to do well in this course. Health is a common topic with which many people have experience discussing. This class aims to start with your general interest and knowledge in health and expand them by introducing specific concepts and practices that characterize the profession of health psychology. These concepts are grounded in psychology, medicine, public health, sociology, and critical studies and, therefore, use specific technical language appropriate for those fields. Based on the performance of students who have done well in this class (A or B), I suggest the following strategies for students who want to succeed with high marks: 1) be in class – the readings are a key mechanism for understanding how concepts are applied, but most major concepts are presented only in lecture so class attendance is critical; 2) read the assigned materials prior to that topic's lecture– a cursory familiarity with the terms and concepts from the reading will assist you in following the lecture and taking useful notes; 3) read critically and ask questions/make comments – repeating the concepts out loud and attempting to apply the concepts to other situations with which you are familiar aid in achieving "deep knowledge;" 4) write papers early and go to the Writing Center or come see me to get feedback on grammar and content prior to turning in the final drafts; and 5) start studying for exams at least 3 weeks prior and come to review sessions prepared. Applying these specific strategies, in addition to others you have used to be successful in college, will significantly increase the likelihood that you will learn the material and score high on exams/assignments/papers in my class.

Schedule and Grading

Schedule

HEALTH PSYCHOLOGY AND HEALTH PROMOTION: AN INTRODUCTION

- Jan 29 ❖ **Welcome and Course Introduction**
- Feb 5 ❖ **Introduction to Health Psychology**
- ❖ **History of Health Psychology**
- ◇ Biopsychosocial model
- Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology: A critical Introduction* (pp. 5-38). New York: Cambridge University Press.
- ❖ **Main approaches to Health psychology**
- ◇ Clinical/Social
- Turk, D., & Okifuji, A. (2002). Psychological factors in chronic pain: Evolution and revolution. *Journal of Consulting and Clinical Psychology, 70*, 678-690.
- Belar, C. (1997). Clinical health psychology: A specialty for the 21st century. *Health Psychology, 16*, 411-416.
- Taylor, S. (2006). Bridges From Social Psychology to Health. In P. Van Lange (Ed.), *Bridging Social Psychology: Benefits of Transdisciplinary Approaches* (pp. 313-317). New York, NY: Psychology Press.
- Feb 12 ◇ Public health
- Hepworth, J. (2004). Public Health Psychology: A Conceptual and Practical Framework. *Journal of Health Psychology, 9*, 41-54.
- Ewart, C. (1991). Social action theory for a public health psychology. *American Psychologist, 46*, 931-946.
- ❖ **Research methods in health psychology**

Feb
19

❖ **Main approaches to health psychology**

◇ Community

- Campbell, C., & Murray, M. (2004). Community Health Psychology: Promoting Analysis and Action for Social Change. *Journal of Health Psychology, 9*, 187-195.
- Borg, J. (2002). The Avalon Gardens men's association: A community health psychology case study. *Journal of Health Psychology, 7*, 345-357.

◇ Critical

- Hepworth, J. (2006). The Emergence of Critical Health Psychology: Can It Contribute to Promoting Public Health?. *Journal of Health Psychology, 11*, 331-341.
- Louka, P., Maguire, M., Evans, P., & Worrell, M. (2006). 'I Think That It's a Pain in the Ass That I Have to Stand Outside in the Cold and Have a Cigarette?...' *Journal of Health Psychology, 11*, 441-451.

✓ **News Assignment due**

Feb 26

❖ **Health and Illness Defined**

◇ Social identity statuses, culture, and oppression

- Adler, N. E., Boyce, T., Chesney, M. A., & Cohen, S. (1994). Socioeconomic status and health: The challenge of the gradient. *American Psychologist, 49*, 15-24.
- Clark, R., Anderson, N., Clark, V., & Williams, D. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist, 54*, 805-816.
- Wellin, E. (1955) Water boiling in a Peruvian town. In: B. P. Paul, Ed. *Health, Culture and Community* (pp. 71-103). New York: NY: Russell sage Foundation

Mar 4

❖ **Health and Illness Defined**

◇ Perspectives of the body and health

- Gurung, R. (2006). *Health psychology: a cultural approach* (pp. 33-63). Belmont, CA: Thompson Wadsworth.
- Piko, B., & Bak, J. (2006). Children's perceptions of health and illness: Images and lay concepts in preadolescence. *Health Education Research, 21*, 643-653.
- Springer, K. (1994, February). Beliefs about illness causality among preschoolers with cancer: Evidence against immanent justice. *Journal of Pediatric Psychology, 19*, 91-101.

✓ **Health Program Summary Due**

Mar 11

❖ **Health Promotion and Disease Prevention: an intro**

◇ Levels of prevention

✓ **Review**

Mar 18

✓ **HP Perspectives Report due**

✓ **Exam 1**

Mar 25

❖ **Theories guiding prevention and promotion**

- Chew, F., Palmer, S., & Kim, S. (1998). Testing the influence of the health belief model and a television program on nutrition behavior. *Health Communication, 10*, 227-245.
- Booth-Butterfield, S., & Reger, B. (2004). The message changes belief and the rest is theory: The '1% or less' milk campaign and reasoned action. *Preventive Medicine: An International Journal Devoted to Practice and Theory, 39*, 581-588.
- Latimer, A., Ginis, K., & Arbour, K. (2006). The Efficacy of an Implementation Intention Intervention for Promoting Physical Activity Among Individuals With Spinal Cord Injury: A Randomized Controlled Trial. *Rehabilitation Psychology, 51*, 273-280.
- Lowther, M., Mutrie, N., & Scott, E. (2007). Identifying key processes of exercise behaviour change associated with movement through the stages of exercise behaviour change. *Journal of Health Psychology, 12*, 261-272.

❖ **Steps to designing an intervention**

Apr 1

❖ **Types of Health Promotion and Disease Prevention Programs**

- ◇ Individual counseling/case management/behavioral therapy
- ◇ Reiff-Hekking, S., Ockene, J., Hurley, T., & Reed, G. (2005). Brief Physician and Nurse Practitioner-delivered Counseling for High-risk Drinking. *Journal of General Internal Medicine, 20*, 7-13.
- ◇ Evers, K., Prochaska, J.O., Johnson, J., Mauriello, L., Padula, J., & Prochaska, J.M. (2006, July). A Randomized Clinical Trial of a Population- and Transtheoretical Model-Based Stress-Management Intervention. *Health Psychology, 25*, 521-529.

❖ **Health issue: Heart disease and stress**

- Guest lecture: CAPS
- Group projects assigned

Apr 8

❖ **Health issue: Cancer**

- ◇ Secondary Prevention

❖ **Types of Health Promotion and Disease Prevention Programs**

- ◇ Small group workshop
- Bacon L., Stern, J.S., Van Loan, M.D., Keim, N.L. (2005). Size acceptance and intuitive eating improve health for obese, female chronic dieters. *Journal of American Diet Association, 105*, 929-36.
- Navarro, A., Senn, K., McNicholas, L., Kaplan, R., Roppé, B., & Campo, M. (1998). Por La Vida model intervention enhances use of cancer screening tests among Latinos. *American Journal of Preventive Medicine, 15*, 32-41.

- Apr 15 ❖ **Health issue: Sexual health**
- ◇ Social Marketing and Public Health campaigns
 - Lee, N., et al. (2006). Encouraging African-American women to 'Take charge. Take the test': The audience segmentation process for CDC's HIV testing social marketing campaign. *Social Marketing Quarterly*, 12, 16-28.
 - Conner, R., Takahashi, L., Ortiz, E., Archuleta, E., Muniz, J., & Rodriguez, J. (2005). The Solaar HIV Prevention Program for Gay and Bisexual Latino Men: Using Social Marketing to Build Capacity for Service Provision and Evaluation. *AIDS Education and Prevention*, 17, 361-374.
- Apr 22 ❖ **Health issue: Substance use**
- ❖ **Types of Health Promotion and Disease Prevention Programs**
- ◇ Social Events, Community Mobilization, and Advocacy
 - Wilson, B.D.M., & Miller, R. L. (2003). Examining strategies for culturally grounding HIV prevention: A review. *AIDS Education and Prevention*, 15, 184-202.
 - Taylor, S., Ross, N., Cummings, K., Glasgow, R., Goldsmith, C., Zanna, M., et al. (1998). Community Intervention Trial for Smoking Cessation (COMMIT): Changes in community attitudes toward cigarette smoking. *Health Education Research*, 13, 109-122.
 - Bellis, M., Hughes, K., & Lowey, H. (2002). Healthy nightclubs and recreational substance use: From a harm minimisation to a healthy settings approach. *Addictive Behaviors*, 27, 1025-1035.
- Apr 29 ❖ **Critiques and concerns about health promotion**
- ◇ Weight health debate (wait for assignment to group before reading)
 - Kim, S., & Kim, S. (2006). Commentary: understanding the epidemiology of overweight and obesity--a real global public health concern. *International Journal of Epidemiology*, 35, 60-67.
 - Manson, J.E. et al. (1995). Body Weight and Mortality among Women. *The New England Journal of Medicine*, 333, 677-685.
 - Campos, P, & Campos, P. (2006). The epidemiology of overweight and obesity: public health crisis or moral panic?. *International Journal of Epidemiology*, 35, 55-60.
 - Barlow, C.E., Kohl, H. W., Gibbons, L. W., Blair, S. N. (1995). Physical fitness, mortality and obesity. *International journal of obesity*, 19, S41-S44.
- ✓ **Group Paper due**
- ❖ **Review for Exam 2**
- May 6 ❖ **Group presentations**
- ❖ **Evaluations**
- May 13 ❖ **Group presentations (if needed)**
- ❖ **Make-up exams**

Finals Thursday, May 22, 12:30PM - 2:30PM
week Exam 2

Course requirements are valued as follows:

Newspaper Essay	25 points
Community Program Summary	50 points
Health Perspectives Report	50 points
Group Report	125 points (<i>40 pts for individual written contribution, 20 for group paper, and 65 pts for presentation</i>)
Exams	250 points (<i>2 exams at 125 points each</i>)
In-class Activities	50 points

Total **550 points**

Grades will follow a standard scaling system:

495-550 = A

440-494 = B

385-439 = C

330-384 = D

Less than 330 points = F

INTERVENTION DEVELOPMENT GROUP PROJECT

125 Points

Develop a health promotion or disease prevention intervention targeting one of five health or health behavior issues: 1) sexual health and/or STI prevention; 2) cardiovascular health and diseases; 3) cancer, of any type; 4) nutrition intake and/or physical exercise; or 5) substance addiction, of any type. A paper will be submitted by November 27. Then, each group will present their interventions during class on December 4.

Literature/References Sources: Conduct literature searches in PsychInfo to identify articles to support your analysis of the health issue and to identify relevant factors to be targeted by the intervention. Literature can also be used to identify various intervention strategies that have been used previously in your health area. You may use articles from any journal or book chapter, but be sure that the literature review is concerned with the psychological (at individual, social or cultural levels) aspects of a physical health issue.

Paper structure: Generally, use the “steps to developing interventions” that were discussed in class to structure your paper. You should address all of the following areas in your report.

- 1) Description of health issue - What are the health issue and health behaviors of interest? How is it defined in the literature? What is your target population? How does the health issue impact the target population of interest? What is the prevalence within the community or setting of interest?
- 2) Theories informing approach to intervention- What are the major factors related to the onset of the health issue, prevention of the health issue, and/or promotion of the health behavior? What is the guiding theory, formal or informal, that connects the important factors to likely intervention strategies?
- 3) Description of intervention- What *type* of intervention are you proposing? What population is being targeted? What are the major components of the intervention? How will it be implemented?
- 4) Expected findings and proposed measurement of intervention outcomes- What specific health behavior is the intervention targeting? What methods will be used to assess changes in the targeted behavior or to examine the impacts of the program? Describe the timeframe for implementing the intervention and measuring the effects.
- 5) Analysis of social identity or status in relationship to health issue and development of intervention – What core social identities amongst the target population are related to the health issue or health behavior? Cite literature to provide evidence for your assertions. How does the intervention take these social identity issues into account?

Paper format: The group project paper should be approximately 12-16 typed pages (about 3 pages per section, do not exceed 16 pages of text including references), double-spaced, 1” margins, and in Times New Roman or Arial 12-point font. You must use the *Publication Manual of the American Psychological Association, 5th Edition* to format the writing, citations, and references for all cited literature. Printed reports must be submitted to me and electronic versions submitted to BeachBoard TurnItIn.

Presentation: Groups will present for approximately 25 minutes on the details of their interventions to the class. Presentations will cover the 5 major areas detailed in the paper. Use Microsoft PowerPoint or another visual aid (e.g., video) for the presentation. Be prepared to answer questions from the class. All authors must orally present some component of the paper.