

SW951 Theories to inform intervention  
January 2017 (1/12/17 version)

Instructor: Stephanie Robert, Ph.D., M.S.W.  
Mondays 12:30-3:30, Room 114 Social Work  
Office hours and meetings by appointment  
[sarobert@wisc.edu](mailto:sarobert@wisc.edu)

Course Description

This interactive seminar is designed to foster critical thinking about the application of theory to research. In order to provide a consistent theme, the main topic of this course is theories related to the “social determinants of health” – the broad social factors that affect the health of individuals and families over the life course. I will provide examples of theories that contribute to understanding racial/ethnic and socioeconomic disparities in physical and mental health. Students will learn about and critique specific theories related to the “social determinants of health” from a variety of disciplines and approaches. However, this topic is only used as an example of a substantive area that applies a variety of types of theories. Over the course of the semester, students will be encouraged to apply their skills evaluating and applying theory to their own areas of expertise (by tailoring many of the assignments to their own interests).

Course Objectives

1. To understand contemporary issues related to the social determinants of health.
2. To understand the range of theories used in understanding the social determinants of health, and to critique their applications and implications.
3. To deepen understanding about what constitutes a good scientific theory, and understand the difference between frameworks, theories, conceptual models, and their functions.
4. To enhance understanding about how one’s stated or unstated theoretical perspective on social problems influences what one is drawn to investigate and the research question one asks, and how the choice and use of theory influences the potential implications of one’s research.
5. To help students become critical consumers of theory through examination of the strengths and limitations in the range of a sampling of micro, mezzo and macro theories employed in health research and their potential implications (e.g., for policy and practice).
6. To provide students with experience in critically evaluating other scholars’ use of and application of theory and congruence with research methods.
7. To help students identify and think critically about the application of theory to their own areas of research.

### Summary of Weekly Topics

Date		Topic	Leader
Jan 23	Week 1	What is theory and why do we use it?	Steph
Jan 30* On own	Week 2	Alt Assign: Social and Economic Justice Assignment	
Feb 6* Start at 1:15	Week 3	- What are the Social Determinants of Health? - Discussing Kuhn (The structure of scientific revolutions)	Steph
Feb 13	Week 4	- Health Behavior Theory – Public Health Approaches - Discussing Kuhn (continued)	Steph
Feb 20	Week 5	Health Behavior Theory – More applications	Students
Feb 27	Week 6	Economic Approaches to Behaviors	Students
March 6* On own	Week 7	Alt Assign: Faculty use of theory in your area	
March 13	Week 8	Stress theories & Discuss Faculty Interview	Students
March 20	Week 9	SPRING BREAK!!! Woohoo!	
March 27	Week 10	Life Course Approaches	Students
April 3* On own	Week 11	Work on papers	
April 10	Week 12	More macro approaches	Students
April 17	Week 13	Challenges to Mainstream	Students
April 24	Week 14	Challenges to mainstream	Students
May 1	Week 15	Presentations	Students
May ??*		Presentations	Students

\* Pay attention to change in time or replacement of class time

## Grading

- 15% Class participation (Includes social and economic justice assignment)
- 5% Faculty theory in your area Assignment
- 20% Paper and co-facilitation 1
- 20% Paper and co-facilitation 2
- 40% Final Paper and presentation (or alternate assignment)

## Assignments

Class participation: This is a **doctoral seminar**, which means your active participation and leadership is required. When you are not a class facilitator for the week, you are still expected to have done the readings, thought about them, and be prepared to engage in critical discourse. Seminars only work if people are prepared and can learn from each other. **Doing the reading is only a start – grappling critically with the reading and comparing one’s own interpretations with others’ interpretations is where the real learning comes from.**

Attendance: Attendance is necessary for a successful doctoral seminar. Of course, sometimes people need to miss seminar for illness, family, or professional reasons. You may miss one class without having to do a make-up assignment. If you miss more than one seminar session, you will have to do an assignment (content at my discretion) each week you miss. If you know in advance you will be missing the class, let me know, else check with me after the missed class about how you need to make it up.

Weekly readings: There are weekly readings. Starting in the 5<sup>th</sup> week, you will need to read not only the readings in the syllabus, but also one additional reading for each presenter that week. Presenters will assign these extra readings at least one week in advance. They will be posted on Learn@UW.

We will be reading one book - Thomas Kuhn's "The Structure of Scientific Revolutions". Read/skim it all by the third week. Note: When reading this book, do NOT get caught up in the science of it. There are some parts that you can skim. I do NOT expect you to understand and/or care about the nuance of his examples. I want you to understand his basic arguments and ideas. So, if you are reading this book and think you are getting in over your head, you are not. Trust me. This reading is different from everything else we are doing in the class, but this is a classic that we must discuss and that you'll eventually be glad you read it (if you haven't already)!

Social and economic justice assignment: Attend the SSW Racial Injustice Conference or attend another talk/training/event that discusses addressing some sort of social and economic justice. Be prepared to use this as an example throughout the semester of how theory is (or is not) used implicitly or explicitly in discussion around social and economic justice.

Faculty use of theory: Interview a faculty member about how they think about and use theory – preferably a faculty member in your area. Be prepared to discuss this in class on March 13<sup>th</sup>. We will talk as a group in advance about the sorts of questions you might ask.

Co-facilitating two classes (in conjunction with Papers 1 and 2): Each student will co-facilitate two sessions with another student or students (in consultation with me). This will involve planning the class with the other students presenting and facilitating that week. Each facilitator that week will need to choose one empirical article (either take one I have suggested in the syllabus, or find your own) that employs theory on the topic of the week (make sure all presenters in a given week choose different empirical pieces). During seminar, you will present a summary of the theory involved (including providing a handout), highlighting its main ideas and concepts. You will also lead a discussion about the article, highlighting your and others' critique of the empirical article that applied that theory (or multiple theories). You will work with the other students presenting that week to determine how best to facilitate the class that week – involving presentations and discussion of theory, and critique of application of the theory. Creative exercises that get us all to apply and critique the material are encouraged!

Papers 1 and 2 – Summary of theory and analysis of an empirical paper: For each of the two weeks that you are a co-facilitator, you will choose an empirical piece to assign to the class to read. This must be sent to Prof. Robert in time for her to approve it and upload it to Learn@UW at least one week in advance. You will write a paper that first summarizes the theory applied in the article, and then critiques the article's use of theory. This paper is due to Steph (upload to the Learn@UW site for the appropriate week) by **noon on Sunday** before the Monday class in which you present/facilitate. The theory summary, or an alternate handout about the theory, should be shared with the class during the time you facilitate. Often you will need to do additional reading about the theory, beyond the readings assigned in class, to come up with a full summary of the theory. (I'm envisioning *approximately* 7 pages double-spaced, 12 point font, 1 inch margins; shorter on summarizing the theory, longer on critique of its use in the empirical piece).

Final paper – lots of options (General topic due to me by March 13 – don't hesitate to meet with me about this!)

Assignment choice 1: Instead of doing a final paper, write weekly papers for an additional 3 weeks (beyond the 2 that you are leading), but you don't need to help lead the session. (In other words, you will do 5 papers, but help lead sessions for only 2 of the weeks). With this option, you also don't need to do a final presentation. With this option, you hand in your paper to me along with a copy of the empirical piece that you critique (by the beginning of the class that covers that theory).

Assignment choice 2: Write a final paper that takes your area of interest and discusses how it could be addressed theoretically using theories discussed in this class. (I'm envisioning 15-20 pages double-spaced, 12 point font, 1 inch margins).

Assignment choice 3: Write a final paper that takes your area of interest and critiques the use of theory in this area. You would summarize the primary theories used, critique their use, and discuss how research could move forward in your field either applying these theories better (what would that look like?) or using or combining other theories (what would that look like?). (I'm envisioning 10-20 pages double-spaced, 12 point font, 1 inch margins).

Assignment choice 4: Propose a final assignment to me that would help you learn to critique and apply theory.

## Evaluating the use of a theory in a research paper

### The application of the theory

- 1) When describing the theory in the introduction of the paper, did the authors correctly summarize the theory?
- 2) Did they highlight all the most important parts of the theory or were they selective in what they highlighted?
- 3) If the latter, what did they leave out, and how does that affect how they motivate or answer their question in this paper?
- 4) Was this paper about testing and extending a theory, or using the theory to motivate a question? (If the latter, particularly consider meta questions below)
- 5) If the paper was about testing a theory, did they set up a test that would allow them to be wrong (did they allow for falsification?)?
- 6) How true is their conceptual model (the conceptual model they actual model or test) to the theory?
- 7) If they have a conceptual model (either an explicit or implicit one) did they include all variables suggested by the theory? If not, how might this affect their findings and implications?
- 8) In their empirical tests, did they measure each of the constructs appropriately? (Do the measures have face validity? Have they been used by others (and were they validated)? Do their measures seem better or worse than the ones used by others? Are there major limitations in how the constructs were measured?) How might this affect their findings and implications?
- 9) If they included concepts and variables that are not part of the theory, did they give adequate justification, and how does this help or hinder their analysis, results, and implications?
- 10) In their discussion of the findings, do they use language appropriate to their analysis... do they talk about testing or proving? Do they weigh their own results impartially so that they don't suggest supporting their theory when the evidence they present doesn't suggest it?
- 11) In their discussion of the findings, if they find evidence contrary to expectation, do they discuss limitations of their test, the possibility that their expectations were faulty (competing hypotheses), or both?

### Meta questions

- 1) How did the choice of this theory extend knowledge in new ways?
  - Did it build on previous knowledge and extend in appropriate ways?
  - Did it question previous knowledge?
- 2) What are the known limitations of this theory and/or what do you think its limitations are in investigating this domain, question, or with this population?
- 3) How did the choice of this theory limit the type of question that was asked?
  - E.g., Is the theory limited in the level of analysis it considers (individual, family, community, societal)?

- 4) How did the choice of this theory limit the types of answers to the question that could be tested?
- E.g., Did use of this theory leave out competing answers to the question asked?
  - How are policy and practice suggestions limited by the type of theory used and the questions asked?

**Weekly reading assignments (may be updated on Learn@UW a week in advance)**

**January 23**

**Topic: What is theory and why do we care?**

**Leader: Steph**

**First:**

For the first day of class, BEFORE you do any readings, write down answers to the following questions. I know you may not have good answers for all of them – that is why you are taking this class!

- 1) What is a theory?
- 2) How do you judge a good theory?
- 3) Why would we want to use theory in social work research?
- 4) What are the major theories used in your area of research interest?

Hopefully, after writing down the top-of-your-head answers, the readings and class will be more meaningful in helping you come up with more comprehensive answers over time – or more questions that we can grapple with in class. When you look back at your answers at the end of the semester, hopefully you will find that you have more or better answers!

**Second:**

Go to Wikipedia and read/skim “social theory” and “sociological theory”. Think about and jot down notes on the ways in which these sites help or hinder your understanding of what theory is.

**Third:**

Start reading Thomas Kuhn’s book so you are done reading it and ready to talk about it on Feb 6

**January 30**

**Topic: Social and economic justice assignment – on own**

**February 6 (starting at 1:15)**

**Topic 1: What are the Social Determinants of Health?**

**Topic 2: Discussing Kuhn**

**Leader: Steph**

Read all of the following. They are mostly shorter pieces. Think about the following: Is there a role for social work in addressing the social determinants of health?

Bostic, R.W., R.L.J. Thornton, E.C. Rudd, and M.J. Sternthal. 2012. “Health in all policies: The role of the US Department of Housing and Urban Development and present and future challenges.” *Health Affairs*, 31(9): 2130-2137.

Shonkoff JP, Boyce WT, McEwen BS. Neuroscience, molecular biology, and the childhood roots of health disparities: Building a new framework for health promotion and disease prevention. *JAMA* 2009; 301(21): 2252-2259.

Moniz, C. 2010. "Social work and the social determinants of health perspective: A good fit." *Health & Social Work*, 35(4): 310-313.

Hill, C.V., E.J. Pérez-Stable, N.A. Anderson, and M.A. Bernard. 2015. "The National Institute on Aging Health Disparities Research Framework." *Ethnicity & Disease*, 25(3), 245-254.

Peruse the WHO Social Determinants of Health web site (peruse longer if this material is all new to you; shorter if it's not):

[http://www.who.int/social\\_determinants/en/](http://www.who.int/social_determinants/en/)

Finish reading Thomas Kuhn. The Structure of Scientific Revolutions. (get either the 3<sup>rd</sup> or 4<sup>th</sup> editions)

**February 13**

**Topic 1: Health Behavior Theory – Psychological, Sociological, and Public Health Approaches**

**Topic 2: Discussing Kuhn, continued**

**Leader: Steph**

Go here:

<http://www.esourceresearch.org/tabid/36/Default.aspx>

And then enter the site

Choose "Social and Behavioral Theories" from the menu at left

"Do" the chapter

Noar, S., and R.S. Zimmerman. 2005. "Health behavior theory and cumulative knowledge regarding health behaviors: are we moving in the right direction?" *Health Education Research*, 20(3): 275-290.

When you read the Wang et al. article and the Lubans et al. articles below, keep in mind the questions in: "**Evaluating the use of a theory in a research paper**". Come prepared to talk about the strengths and weaknesses of their application of theory.

Wang, J.H., M.D. Schwartz, G. Jata, A.E. Maxwell, and J.S. Mandelblatt. 2012. "Intervention tailoring for Chinese American women: comparing the effects of two videos on knowledge, attitudes, and intentions to obtain a mammogram." *Health Education Research*, 27(3): 523-536.

Lubans, D.R., A.D. Okely, P.J. Morgan, W. Cotton, L. Puglisi, and J. Miller. 2012. "Description and evaluation of a social cognitive model of physical activity behaviour tailored for adolescent girls." *Health Education Research*, 27(1): 115-128.

## **February 20**

### **Health Behavior Theory – More applications**

Cockerham, W.C. 2005. "Health lifestyle theory and the convergence of agency and structure." *Journal of Health and Social Behavior*, 46: 51-67.

Also required: Empirical pieces assigned by seminar leaders – provided access at least one week in advance.

#### **Examples of types of articles appropriate for empirical pieces:**

Look in the *Journal of Health and Social Behavior* for sociological pieces, *Journal of Health Promotion*, *American Journal of Public Health*, *Health Education Research*, *Journal of Community Health* for public health articles and *Health Psychology* for others. Here are some examples below that you may choose from or that give you ideas.

Smith, P. J., Humiston, S. G., Marcuse, E. K., Zhao, Z., Dorell, C. G., Howes, C., & Hibbs, B. (2011). Parental delay or refusal of vaccine doses, childhood vaccination coverage at 24 months of age, and the Health Belief Model. *Public Health Reports*, 126(2 suppl), 135-146.

Gerend, M. A., & 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*, 44(2), 171-180.

Roncancio, A. M., Ward, K. K., Sanchez, I. A., Cano, M. A., Byrd, T. L., Vernon, S. W., ... & Fernandez, M. E. (2015). Using the theory of planned behavior to understand cervical cancer screening among Latinas. *Health Education & Behavior*, 1090198115571364.

Reczek, C., & D.J. Umberson. 2012. Gender, health behavior, and intimate relationships: Lesbian, gay, and straight contexts. *Social Science & Medicine*, 74, 1783-1790.

Abraido-Lanza, A.F., M.T. Chao, & K.R. Florez. 2005. Do healthy behaviors decline with greater acculturation? Implications for the Latino mortality paradox. *Social Science & Medicine*, 61, 1243-1255.

## **February 27**

### **Economic Approaches to Health Behaviors**

Leibowitz, A.A. 2004. "The demand for health and health concerns after 30 years." *Journal of Health Economics*, 23: 663-671.

Cawley, J. 2004. "An economic framework for understanding physical activity and eating behaviors." *American Journal of Preventive Medicine*, 27(3S): 117-125.

@Article on behavioral economics, TBD

Also required: Empirical pieces assigned by seminar leaders – provided access at least one week in advance.

Examples of types of articles appropriate for empirical pieces:

Lhila, A. and S. Long. 2012. “What is driving the black-white difference in low birthweight in the U.S.?” *Health Economics*, 21: 301-315.

Contoyannis, P., and A.M. Jones. 2004. “Socio-economic status, health and lifestyle.” *Journal of Health Economics* 23: 965-995.

Kenkel, D.S. 1995. “Should you eat breakfast? Estimates from health production functions.” *Health Economics*, 4: 15-29.

Thomas, D., J. Strauss, and M-H Henriques. 1991. “How does mother’s education affect child height?” *The Journal of Human Resources*, 26(2): 183-211.

Morrill, M.S. 2011. “The effects of maternal employment on the health of school-age children.” *Journal of Health Economics* 30: 240-57.

### **March 6**

#### **Faculty use of theory in your area**

### **March 13**

#### **Stress, coping, and resilience theories**

**(Hand in to me a brief proposal for what your final project/paper will be. Doing this BEFORE this date is even better!)**

Pearlin, L.I. 1989. “The sociological study of stress.” *Journal of Health and Social Behavior*, 30(3): 241-256.

Hostinar, C. E., & Gunnar, M. R. (2013). The developmental effects of early life stress: An overview of current theoretical frameworks. *Current Directions in Psychological Science*, 22(5), 400–406.

Also required: Empirical pieces assigned by seminar leaders – provided access at least one week in advance.

Examples of types of articles appropriate for empirical pieces:

Keyes, K.M., D.M. Barnes, & L.M. Bates. 2011. Stress, coping, and depression: Testing a new hypothesis in a prospectively studied general population sample of US-born Whites and Blacks. *Social Science & Medicine*, 72, 650-659.

Lauderdale, D.S. 2006. Birth outcomes for Arabic-named women in California before and after September 11, *Demography*, 43(1), 185-201.

Miller, Lisa R., and E.A. Grollman. 2015. "The social costs of gender nonconformity for transgender adults: Implications for discrimination and health." *Sociological Forum*, 30(3), 809-831.

Mezuk, B., Abdou, C. M., Hudson, D., Kershaw, K. N., Rafferty, J. A., Lee, H., & Jackson, J. S. (2013). "'White box' epidemiology and the social neuroscience of health behaviors: The environmental affordances model. *Society and Mental Health*, 3(2), 1-17.

Miller, G. E., Lachman, M. E., Chen, E., Gruenewald, T. L., Karlamangla, A. S., & Seeman, T. E. (2011). Pathways to resilience: Maternal nurturance as a buffer against the effects of childhood poverty on metabolic syndrome at midlife. *Psychological Science*, 22, 1591-1599.

Foster, H., J. Hagan, and J. Brooks-Gunn. 2008. "Growing up fast: Stress exposure and subjective 'weathering' in emerging adulthood." *Journal of Health and Social Behavior*, 49: 162-177.

Gallo, L.C., and K.A. Matthews. 2003. "Understanding the association between socioeconomic status and physical health: do negative emotions play a role?" *Psychological Bulletin*, 129(1): 10-51.

Fuller-Rowell, T.E., C.D. Cogburn, A.B. Brodish, S.C. Peck, O. Malanchuk, and J.S. Eccles. 2011. "Racial discrimination and substance use: longitudinal associations and identity moderators." *Journal of Behavioral Medicine*, on-line 24 November 2011.

Gorman, B.K., J.G. Read, and P.M. Krueger . 2010. "Gender, acculturation, and health among Mexican Americans." *Journal of Health and Social Behavior*, 51(4): 440-457

Braboy Jackson, P., D.R. Williams, D.J. Stein, A. Herman. S.L. Williams, and D.L. Redmond. 2010. "Race and psychological distress: The South African Stress and Health Study." *Journal of Health and Social Behavior*, 51(4): 458-477

Schafer, M.H., K.F. Ferraro, and S.A. Mustillo. 2011. "Children of misfortune: Early adversity and cumulative inequality in perceived life Trajectories." *American Journal of Sociology*, 116(4): 1053-1091

Barrett, A.E., and R.J. Turner. 2005. "Family structure and mental health: The mediating effects of socioeconomic status, family process, and social stress." *Journal of Health and Social Behavior*, 46: 159-169.

Pavalko, E.K., K.N. Mossakowski, and V.J. Hamilton. 2003. "Does perceived discrimination affect health? Longitudinal relationships between work discrimination and

women's physical and emotional health." *Journal of Health and Social Behavior*, 43: 18-33.

Ramirez-Valles, J., L.M. Kuhns, R.T. Campbell, and R.M. Diaz. 2010. "Social integration and health: Community involvement, stigmatized identities, and sexual risk in Latino sexual minorities." *Journal of Health and Social Behavior*, 51(1): 30-47.

Hackman, D.A., L.M. Betancourt, N.L. Brodsky, H. Hurt, and M.J. Farah. 2012. "Neighborhood disadvantage and adolescent stress reactivity." *Frontiers of Human Neuroscience*, 6: 277.

### **March 20 – Spring Break!!!!**

#### **March 27**

#### **Lifecourse theory and frameworks**

Kuh, D., Y. Ben-Shlomo, et al. 2003. "Life course epidemiology." *J Epidemiol Community Health* 57(10): 778-783.

Hutchinson, E. D. (2005). A life course perspective: A promising approach for bridging the micro and macro worlds for social workers. *Families in Society*, 86, 143-152.

Also required: Empirical pieces assigned by seminar leaders – provided access at least one week in advance.

#### **Examples of types of articles appropriate for empirical pieces:**

Haas, S.A., M.M. Glymour, and L.F. Berkman. 2011. "Childhood health and labor market inequality over the life course." *Journal of Health and Social Behavior*, 52(3), 298-313.

Williams, K. and D. Umberson. 2004. "Marital status, marital transition and health: A gendered life course perspective." *Journal of Health and Social Behavior*, 45: 81-98.

Geronimus, A. T., M. T. Hicken, et al. (2010). "Do US Black Women Experience Stress-Related Accelerated Biological Aging?: A Novel Theory and First Population-Based Test of Black-White Differences in Telomere Length." *Hum Nat*, 21(1): 19-38.

Otero-Rodriguez, A, L.M. Leon-Munoz, J.R. Banegas, P. Guallar-Castillon, F. Rodriguez-Artalejo, and E. Regidor. 2011. "Life-Course socioeconomic position and change in quality of life among older adults: Evidence for the role of a critical period, accumulation of exposure and social Mobility." *J Epidemiol Community Health*, 65:964-971.

Meadows, S.O., J.S. Brown, and G.H. Elder, Jr. 2006. "Depressive symptoms, stress, and support: Gendered trajectories from adolescence to young adulthood." *Journal of Youth and Adolescence*, 35(1): 89-99.

Mlikie, M.A., A. Bierman, and S. Schieman. 2008. "How adult children influence older parents' mental health: Integrating stress process and life-course perspectives." *Social Psychology Quarterly*, 71: 86-105.

Horwitz, Allan V., Cathy Spatz Widom, Julie McLaughlin and Helene Raskin White. 2001. "The Impact of Childhood Abuse and Neglect on Adult Mental Health: A Prospective Study." *Journal of Health and Social Behavior*, Vol. 42, No. 2: 184-201.

John Bynner. 2005. "Rethinking the Youth Phase of the Life-course: The Case for Emerging Adulthood?" *Journal of Youth Studies*, 8:4: 367-384

### **April 3 – Work on papers**

#### **April 10**

#### **Approaches that are more macro**

Phelan, J. C., Link, B. G., & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. *Journal of Health and Social Behavior*, 51(1 suppl), S28-S40.

Beckfield, J. and N. Krieger. 2009. "Epi + demos + cracy: Linking political systems and priorities to the magnitude of health inequities—Evidence, gaps, and a research agenda." *Epidemiologic Reviews*, 31: 152-177.

Marmot, M., J. Allen, R., Bell, and P. Goldblatt. 2012. "Building of the global movement for health equity: from Santiago to Rio and beyond." *Lancet*, 379(9811): 181-188.

Krieger, N. 2014. "Got theory? On the 21<sup>st</sup> century rise of explicit use of epidemiologic theories of disease distribution: A review and ecosocial analysis. *Current Epidemiological Reports*, 1:45-56.

#### **Examples of types of articles appropriate for empirical pieces:**

Chang, V., and D.S. Lauderdale. 2009. "Fundamental cause theory, technological innovation, and health disparities: The case of cholesterol in the era of statins." *Journal of Health and Social Behavior*, 50, 245-260.

Lutfey, K., and J.Freese. 2005. "Toward some fundamentals of fundamental causality: Socioeconomic status and health in the routine clinic visit for diabetes." *American Journal of Sociology*, 110: 1326-72.

Phelan, J.C., B.G. Link, A. Diez-Roux, I. Kawahci, and B. Levin. 2004. "Fundamental causes of social inequalities in mortality: A test of the theory." *Journal of Health and Social Behavior*, 45: 265-85.

Witvliet, M.I., A. Kunst, K. Stronks, and O. A. Arah. 2012. "Assessing where vulnerable groups fare worst: A global multilevel analysis on the impact of welfare regimes on disability across different socioeconomic groups." *J. Epidemiol. Community Health*, 66:775-781.

**April 17**

**Challenges to Mainstream Approaches I**

Ford, C.L., & C.O. Airhihenbuwa. 2010. "The public health critical race methodology: Praxis for antiracism research." *Social Science & Medicine* 71, 1390-1398

Hankivsky, O., and A. Christoffersen. 2008. "Intersectionality and the determinants of health: A Canadian perspective." *Critical Public Health*, 18(3): 271-283.

Christens, B. D. 2016. "Pragmatism, praxis, and predictive theory." *Global Journal of Community Psychology Practice* 7(2), 1-6.

(read only pages 507-514) Charmaz, Kathy. 2005. "Grounded theory in the 21<sup>st</sup> Century: Applications for advancing social justice studies." In Norman K. Denzin and Yvonna S. Lincoln, Eds. The Sage Handbook of Qualitative Research, Third Edition. Thousand Oaks, CA: Sage Publications, pp. 507-535.

Examples of types of articles appropriate for empirical pieces:

Other readings may be empirical pieces or other essays/critiques of mainstream theory/research. In particular, something using critical race theory, intersectionality,

**April 24**

**Challenges to Mainstream Approaches II**

Minkler, M. 2005. "Community-based research partnerships: Challenges and opportunities." *Journal of Urban Health*, 82(2):

Feminist epistemology

Go to: <https://plato.stanford.edu/entries/feminism-epistemology/#pagetopright>

Examples of types of articles appropriate for empirical pieces:

Any piece on a gender-related topic – explain which feminist epistemology is used, as part of your presentation/analysis/facilitation

Beauboef-Lafontant, T. 2007. "You have to show strength: An exploration of gender, race, and depression." *Gender & Society*, 21(1), 28-51.

Jernigan, V.B.B., A.L. Salvatore, D.M. Styne, and M. Winkleby. 2012. "Addressing food insecurity in a Native American reservation using community-based participatory research." *Health Education Research*, 27(4): 645-655.

Schulz, A.J., B.A. Israel, C.M. Coombe, C. Gaines, A.G. Reyes, Z. Rowe, S.L. Sand, L.L. Strong, and S. Weir. 2011. "A community-based participatory planning process and multilevel intervention design: toward eliminating cardiovascular health inequities." *Health Promotion Practice*, 12(6): 900-911.

Lynch, E.B., A. Fernandez, N. Lighthouse, E. Medenhall, and E. Jacobs. 2012. "Concepts of diabetes self-management in Mexican American and African American low-income patients with diabetes." *Health Education Research*, 27(5): 814-824.

**May 1**  
**Presentations**

**May X????**  
**Presentations**