

Injury and Violence Prevention Spring 2024 Elective Courses Offered

Department	Course	Credits	Course Title	Description
BSHES	BSHES 538	3	Qualitative Methods for Research and Evaluation	Focuses on the acquisition of interpretive, behavioral, and analytic strategies that social scientists use to understand social reality. Students are expected to undertake their own qualitative studies, as well as to learn the philosophical underpinnings of the method. Classic ethnographic studies, particularly those with applicability to public health, serve as models for learning techniques and conducting research.
BSHES	BSHES 592	2	Case Studies in Public Mental Health	The purpose of this seminar is to a) enhance students' skills in critical analysis and evaluation of public mental health research; b) advance students' foundational knowledge of current mental health problems and potential solutions using a multi-disciplinary approach; c) improve students' presentation and group facilitation skills; and d) provide a forum for interaction between students, faculty and professionals with interest and expertise in public mental health.
BSHES	BSHES 586	2	Prevention of Mental and Behavioral Disorder	Students critically explore what prevention and promotion mean for mental and behavioral disorders and mental health across the life course and at different levels of the social ecological model (from the individual to policies). Students also evaluate different approaches for preventing mental and behavioral disorders, across the three stages of prevention, and for promoting mental health.
BSHES	BSHES 735	4	Reducing Drug-Related Harms Using Big Data: Administrative, Geospatial, and Network Sources.	Learning to analyze administrative, network & geospatial data in the context of research & interventions for substance use disorders & drug-related harms. This course is open to graduate students from any department. Familiarity and comfort with the following is needed to successfully complete the course: Regression (e.g. BIOS 501, BSHES 700) SAS (e.g. BIOS 501) R (e.g. BIOS 544) For more information on the TADA program and course prerequisites, please visit the TADA course information page (https://scholarblogs.emory.edu/rollinssudprogram/tada-courses/)
BSHES	BSHES 760R	1-9	Professional Development Seminar: Approaches to Health Promotion:	This seminar will address a variety of topics of importance to the professional behavioral scientist in public health.

			Reducing Drug-Related Harms	
EH	EH 572	2	Environmental Justice: Theory and Public Health Practice	The goal of environmental justice is to create a world with socially and environmentally equitable outcomes and a world wherein all have equal opportunity to participate in processes leading to evidence-based, positive policy. The methods of environmental justice are based on what is necessary for creating that space: engagement of communities and cultivation of capacity to understand and respond to environmental concerns; moral and empirically sound collaborations, and the goal of making a visible and positive difference for communities. This elective course will review intellectual contributions by community-based, anti-colonial and social theory leaders; frameworks for structuring and maintaining community ties; special ethical considerations for working with indigenous and other historically colonized communities; and will offer examples of environmental justice in public health research.
EPI	EPI 523	1	Health Promotion in Criminal-Legal Settings	Prerequisites: <u>EPI 530</u> or <u>EPI 504</u> and <u>BIOS 500</u> or instructor permission. Roughly ten million persons pass through a jail or prison each year in the United States. This half-semester, seminar-style course will explore the possible impact of the criminal justice system on the epidemiology of infectious diseases and on health indicators in general. The correctional setting will be used as a case study to illustrate how environment, public policy, behavior and biology all interact to determine the well-being of a population. Lessons learned from studying correctional health are applicable to understanding the determinants of health for other institutionalized populations and in other controlled settings. We have plans to make a trip to a local correctional facility.
EPI	EPI 591S	2	Social Epidemiology	Pre-requisites: EPI 504 or EPI 530. This course will focus on social factors influencing health and disease in human populations. With an emphasis on theory, methods, and evidence, several topics of contemporary interest to public health research will be covered: (1) social status; (2) race, ethnicity and racism; (3) discrimination; (4) sex and gender; (5) police brutality; (6) health literacy; (7) immigration/acclulturation/assimilation; (8) religion; (9) geography and place; (10) neighborhood; (11) social support; (12) stress; (13) love/compassion. This is a breadth course intended to provide an overview of the field of social epidemiology.

GH	GH 508	2	Health and Human Rights Seminar	Examines a spectrum of issues related to health and human rights including three main topics: health as a human right, the impact of human rights abuses on health, and strategies for the adoption of a human rights framework to public health program planning and practice. A flipped classroom approach and case based learning is used across topics to support critical inquiry into the field of health and human rights.
GH	GH 565	2	Health in Humanitarian Emergencies	Prerequisites: <u>BIOS 500</u> and <u>EPI 530</u> . The course covers the technical and management principles that are the basis of planning, implementing, and evaluating health programs for acutely displaced populations in developing countries. Emphasis is placed on refugees in camp situations. The course also includes modules on assessment, nutrition, epidemiology of major health problems, surveillance, and program management in the context of an international relief operation.
GH	GH 521	3	Qualitative Methods 1: Data Collection	This course will provide students with the principles and skills for conducting and evaluating qualitative research. Topics include: principles of qualitative research, study design, participant recruitment, ethical considerations, instrument design, data collection methods (interviewing, group discussions and observation), transcription and writing. Students will design and conduct a mini qualitative study to apply skills learned to real world situations. The course outlines challenges of using qualitative methods in international settings and provides guidance on fieldwork planning and implementation to prepare students for their Applied Practice Experience.
GH	GH 596	3	Maternal Child Health	This is the foundational course for the Maternal and Child Health Certificate. It covers historical and theoretical underpinnings of maternal and child health problems and programs aimed to reduce morbidity, mortality, and health disparities. Skills in program planning and evaluation are taught through multidisciplinary teams working with academic and field-based faculty in local, state, federal, and nongovernmental agencies. Maternal and child health is defined as a field of public health that addresses underlying forces for these problems, the historical framework for ameliorating those problems, and current programs and policies that have evolved from that historical context. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

HPM	HPM 561	2	Fundamentals of Public Health Law	Introduces students to US and international legal environments of public health, including constraints imposed by constitutional, statutory, and conventional requirements. Addresses the sources of law and their interrelationships, legal protections of fundamental rights, government police powers, social welfare and entitlements programs, health care regulation, access to health care, ethics, legal liability, health care financing, and legal influences on public health programs in developing countries. Students are also exposed to the political and advocacy aspects of the law-making process as it relates to public health.
HPM	HPM 569	3	Women's Health Policy	Instructs students in understanding the historical, social, political, legal, and economic factors and values that have influenced the development and implementation of health policy pertaining to women in the United States. Addresses current key policy and advocacy issues and examines varying views of women's rights, roles, and responsibilities in the health care system.
Law	LAW 736A	2	Law in Public Health	Cross listed with School of Public Health. Constitutional Law will be helpful and is strongly encouraged!
Law	LAW 622D	2	Mental Health Issues in the Criminal Justice System	
Law	LAW 691	2	Asylum, Refugee, and Removal	This course will cover what happens once a non-citizen has been charged and placed in immigration removal proceedings (formerly called deportation proceedings). The student will study each step of the proceeding, with the choices that the client and her representative must make in the effort to avoid removal: responding to the charges and putting the government to its proof; determining the client's immigration history; determining the client's eligibility for any relief from removal; preparing a winning case on paper; preparing the client and other witnesses to testify what options are available for appeal and the requirements for filing a motion to reopen. The course will cover the legal standards and the preparation of the following applications for relief cancellation of removal, Violence Against Women Act (VAWA), 212 (c), LPR and non-LPR cancellation of removal, and affirmative and defensive asylum relief, along with withholding of removal and relief under the Convention Against Torture. We will also discuss federal court litigation of immigration related matters. Given that recent developments have greatly increased the

				complexity of asylum law, the course will cover this area in depth. The course will also briefly cover adjustment of status and voluntary departure, as well as the admission process. The course will not emphasize courtroom skills; however, we will discuss how to handle an immigration case in the court context. In addition, members of the class are welcome to arrange with me an opportunity to attend hearings in Immigration Court at any time during the semester. In addition, the skills necessary to prepare court cases will be emphasized throughout the course, with class discussions.
POLS	POLS 340	3	Race and Extralegal Violence	The course studies extralegal violence - violence that takes place outside of the legal and criminal justice system - with a particular focus on its impact on Black people and Black communities in the United States.
SOC	SOC 389	3	Spec. Tops in Sociology: Hlth Consequences of Violence	Topic: Health Consequences of Violence in Global Perspective Violence affects individual and population health in complex and multidimensional ways. How might we expand our understanding of violence and its consequences for health using global, comparative/historical, and sociological perspectives? This course will begin with perspectives on framing violence to ask, What is violence? We will then apply these perspectives to unpacking the effects of different forms of violence on health in global and local settings. We will conclude by evaluating how societies and communities have responded to mitigating the health consequences of violence. Evaluations will include weekly attendance and reflections, two exams (midterm and final), and four one-time assessments building towards a final project.
Theology	ES 671	1	Skills in Conflict Transformation I	Introduces basic concepts and practices including understanding violence, nonviolent communication, listening, paraphrasing, and basic facilitation.
Theology	RE 527	3	Peacebuilding with Youth: Unlearning Violence, Learning Nonviolence	This course dissects the underlying cultural assumptions around violence and myriad ways in which members of our society, particularly young people, are "taught" violence as a solution to resolving problems and conflicts. Theories and practices of youth education that help to "unlearn" these lessons, and teach instead methods of conflict transformation and nonviolent strategies for social change will be studied.
WGS	WGS 345	3	Gender Violence/Gender Justice	This course will examine sexual violence and gender in conflict, transitional justice, and post-conflict. (Topic: Rethinking Post-Conflict Societies) (In this course, we will examine theories of sexual violence, trauma, and memory of conflict as we seek to

			<p>understand what justice for women and sexual minorities might look like in the aftermath of terrible conflict. We will analyze sexual violence in apartheid and post-apartheid South Africa, the genocide in Rwanda in 1994 and civil war in Liberia in the 1990s and early 2000s. We will learn about and assess the efforts such as truth and reconciliation commissions that were put in place to try and bring resolution to these divided societies. Sexual violence and gender-discrimination both in conflict and after make it crucial that we reevaluate how we understand and analyze conflict, transitional justice, and the meanings of peace.)</p>
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