

Honors Opportunities in the College of Health Solutions

The College of Health Solutions (CHS) aims to prepare the next generation of health professionals through a broad set of health degree programs. We have recently introduced degree programs that will prepare professionals for continued graduate education and health leadership positions. We are thrilled to offer challenging and rewarding experiences to Barrett students across ASU. Welcome!

Honors Opportunities in Public Health

The Bachelor of Science Public Health is designed to provide students with knowledge and skills in the core concepts of public health; namely health behavior, health statistics, environmental health, epidemiology, health administration and policy. The degree prepares public health practitioners who are competent to plan, implement, evaluate and monitor public health functions in local, state, national and international settings. Graduates are prepared to fill entry-level positions in public and community health as well as to further their education through the Master of Public Health, Master of Health Administration or other advanced degree programs. The bachelor's degree in public health is designed to appeal to students with interests in population rather than individual health.

Honors Classes & Honors Enrichment Contracts

Barrett students entering with **lower division status** complete 30 honors credits (at least 18 must be upper division) in addition to the HON 171 and 272 course sequence, a total of 36 honor credits. Students entering with **upper division** status complete 21 honors credits (all upper division and one must be a HON 300 seminar). Specific honors courses or sections can be taken to meet this requirement.

Honors contracts can be developed with a regularly appointed faculty members for any course. Honors contract projects should be determined jointly by the student and faculty member. The honors contract should ideally increase student understanding of course topics and provide a benefit to the faculty. It is also recommended that students pursue research and projects directed by faculty in order to develop research ideas and further career opportunities prior to starting an honors thesis/creative project.

Honors Thesis/Creative Project

The honors thesis/creative project is an excellent opportunity to gain experience conducting original research under the advisement of a nutrition faculty member. A topic for your thesis or creative project usually emerges from an aspect of an introductory course that sparks your interest, and then becomes more refined as a depth of knowledge is furthered by taking other classes in the related area.

In order to register for PBH 492, we need at least an email of approval from the faculty director and a short paragraph that describes the student's project. A copy of the student's prospectus is also *required* before he or she can receive an override to register for PBH 493. You can send these materials to your Faculty Honors Advisor, Marc.Adams@asu.edu

All Barrett Honors students are must complete a thesis/creative project information session prior to enrolling in thesis credit (492 or 493). The session is designed to make certain each student has been informed about the process, expectations, and deadlines. Students may complete this requirement in several ways:

1. Through a workshop or course offered in an academic unit and approved by Barrett.
2. Through a workshop/session (several every semester) or a course (one each semester at PHX Downtown campus) offered by Barrett
3. Through an on-line workshop offered through Barrett via ASU Blackboard. Refer to the Barrett, The Honors College page for further information in enrolling in an information session.

We strongly encourage Public Health majors to begin planning their thesis/creative project by the fall of their junior year, particularly if you would like to be engaged in research during the summer before your senior year. After completing the information session, the following steps are required:

1. Meet with the Faculty Honors Advisor to discuss your areas of interest.
2. Consult with an appropriate thesis/creative project director.
3. Form a Barrett Thesis/Creative Project committee with a minimum of two members; the director (who must be a regularly appointed lecturer or professor) and one other committee member with expertise in the area of interest, after consultation with the director.
4. Develop a brief prospectus in collaboration with your thesis/creative project director and submit within the timelines identified by Barrett.
5. Complete the research or creative project with collaboration from the committee. Expectations regarding what constitute a thesis or creative project varies among faculty members and will be conveyed by your advisor. However, the thesis/creative project will require either independent development of a project with written documentation of the project rationale, method of development and evaluation of the project or completion of a research study and analysis of the results. A research paper relating the research completed by other researchers does not meet the criteria for a thesis/creative project.
6. The thesis/creative project defense must be scheduled and held according to Barrett timelines and all committee members must be physically present at the defense.

Please review the description of the public health, exercise and wellness, and nutrition programs and program faculty as potential honors advisors; freely explore other relevant ASU faculty members in other programs.

Tips

- **Explore Barrett Resources:** Barrett has excellent online resources outlining the Honors Thesis projects. A guidebook can be found at: <http://barretthonors.asu.edu/academics/thesis-and-creative-project/>
- **Attend a Thesis Workshop:** Barrett also arranges several workshops throughout the semester to help you get started with your thesis and to de-mystify the thesis process.
- **Talk to CHS Faculty:** faculty have experience mentoring students on the Honors Thesis and can guide you through the process and advise you what they might expect
- **Review past thesis documents:** Barrett Honors College has a library of documents previously prepared by Honors students. These are an excellent resource to help plan the structure of your document. You can schedule an appointment to view past projects in the Barrett Thesis Library by contacting the Barrett Advising Office at barrettadvising@asu.edu or 480-965-9155.
- **Attend thesis defenses:** Every student publicly presents thesis outcomes as part of a defense. Attending

a defense before you do your own will help you prepare and give you a sense of how to present your outcomes as well as the kinds of questions you might expect. A schedule of upcoming defenses can be found at: <http://barretthonors.asu.edu/academics/thesis-and-creativeproject/defense-calendar/>

- **Talk to other CHS Honors students:** If they are currently going through the thesis process, or preparing for it, talking to other students can help plan for your thesis.

- **Talk to the CHS Faculty Honors Advisors or Advising Staff.**

Financial Support for the Honors Thesis in HEHP

Barrett has support and funding for Honors Thesis work:

- **Thesis Funding** – Students may apply to receive up to \$750 to complete their thesis to cover materials and supplies needed to complete the project.
- **Honors Project Fund** – Typically used for non-thesis related expenses such as presenting a paper at a conference or attending an annual meeting related to your major to cover such costs as travel, hotel, conference registration and supplies.
- **External Examiners Program** – As part of the thesis defense, students can apply to bring in an outside examiner or expert from another institution to serve as a thesis committee member. Students may receive up to \$1500 toward associated expenses, such as airfare and hotel.

Example Honors Thesis schedule

Junior Year

End of Spring Semester

- Find a faculty member to advise you on your Honors Thesis (the Thesis Director); begin discussing possible projects
- Enroll in 492 for 3 credits

Senior Year

Start of Fall Semester

- Work with your Thesis Director to define your project and formulate an action plan for the project (the Prospectus).
- Prepare your Prospectus and submit to Barrett. See: <http://barretthonors.asu.edu/2011/02/prospectus/>

Fall Semester

Complete background review for project

End of Fall Semester

- Enroll in 493 for 3 credits

Beginning of Spring Semester

- Continue working on project and begin preparing thesis document

Before Spring Break

- Complete first draft of the thesis document and submit to Thesis Director for initial review
- Schedule your thesis defense - remember this is your responsibility – by completing the Thesis/Creative Project Defense Reporting Form
- Note that a draft of the thesis should be sent to the entire committee for review at least two weeks before your defense

After Spring Break

- Prepare for your defense
- Hold defense; following a successful outcome, have Signature Title Page signed by all committee members
- Make any necessary changes to the thesis document based on feedback from committee

Early April

- Submit final thesis document to Barrett!

**Faculty Honors Advisor:
Public Health**

Marc A. Adams, Assistant Professor
School of Nutrition and Health Promotion
Marc.Adams@asu.edu
602-827-2470

Dr. Adams welcomes Barrett's honors students and undergraduates interested in the topics below to gain research experience and/or to conduct their thesis. Dr. Adams has graduated four Barrett Honors students since 2012 from Kinesiology, Exercise and Wellness, and Engineering.

Behavior change: walking, physical activity, healthful eating; Environment: city designs, walkability, urban design; Behavior change interventions: wearable monitors, financial incentives, goal setting interventions; Theory: Behavioral Economics; Measurement: pedometers, GIS/GPS; Public Health: primary prevention

About

Public Health and health behavior change are the overall themes of my research. I am a behavioral scientist with a background in psychology and public health. My background leads me to interests that include behavioral epidemiology and development of interventions to promote physical activity, healthful eating, and other behaviors critical for prevention of chronic disease.

Education

- **Postdoctoral Fellow** - University of California, San Diego, CA, Cardiovascular Epidemiology and Prevention, 2011
- **PhD** - University of California, San Diego and San Diego State University, CA, Public Health (Health Behavior), 2009
- **MPH** - San Diego State University, CA, Public Health (Health Promotion), 2003
- **BA** - San Diego State University, CA, Psychology, 2001

Grants

- WalkIT Arizona: Neighborhood walkability and moderation of adaptive interventions for physical activity. NHI/NCI, \$2,620,000, Principal Investigator.
- Examining combined effects of walkability and recreation environments for physical activity across the life span. American Heart Association, \$127,149, Principal Investigator.
- Behavioral Choice Theory Approach to Testing Exergames for Adolescent Physical Activity. Robert Wood Johnson Foundation, \$200,000, Co-Investigator.
- IPEN Adolescent: International Study of Built Environments and Physical Activity. National Heart, Lung and Blood Institute, National Institutes of Health, \$1,898,071, Co-Investigator.
- IPEN: International Study of Built Environment, Physical Activity, and Obesity, National Cancer Institute, NIH, Co-Investigator.

Recent Publications

- **Adams M.A.** , Sallis J.F., Hovell M.F., Hekler E.B., Perata E. An Adaptive Physical Activity Intervention for Overweight Adults: A Randomized Controlled Trial. PLoS ONE. 8(12):e82901.
- Patrick K., Raab F., **Adams M.A.** , Dillon L., Zabinski M., Rock C.L., Griswold W.G., Norman G.J. A text message-based intervention for weight loss: A pilot study. Journal of Medical Internet Research. 2009;11(1):e1
- **Adams M.A.** , Sallis J.F., Kerr J., Conway T., Saelens B.E., Frank L.D., Norman G.J., Cain K. Neighborhood Environment Profiles Related to Physical Activity and Weight Status: A Latent Profile Analysis. Preventive Medicine. 2011;52(5):326-31.
- **Adams MA**, Bruening M, Ohri-Vachaspati P, Hurley JC. Location of School Lunch Salad Bars and Fruit and Vegetable Consumption in Middle Schools: A Cross-Sectional Plate Waste Study. Journal of the Academy of Nutrition and Dietetics. 2016 Mar;116(3):407-16. doi: 10.1016/j.jand.2015.10.011.
- Sallis JF, Cerin E, Conway TL, **Adams MA**, Frank LD, Pratt M, Salvo D, Schipperijn J, Smith G, Cain KL, Davey R, Kerr J, Lai PC, Mitáš J, Reis R, Sarmiento OL, Schofield G, Troelsen J, Van Dyck D, De Bourdeaudhuij I, Owen N. Physical activity in relation to urban environments in 14 cities worldwide: a cross-sectional study. The Lancet. 2016 Apr 1. pii: S0140-6736(15)01284-2. doi: 10.1016/S0140-6736(15)01284-2.
- Joseph RP, Keller C, **Adams MA**, Ainsworth BE. Print versus a Culturally-Relevant Facebook and Text Message Delivered Intervention to Promote Physical Activity in African American Women: A Randomized Pilot Trial. BMC Women's Health. 2015, 15:30.
- **Adams MA**, Johnson WD, Tudor-Locke C. Accelerometer Steps/day Translation of the Moderate-to-Vigorous Physical Activity Guideline for Children and Adolescents. International Journal of Behavioral Nutrition and Physical Activity. 2013 Apr 21; 10:49. doi:10.1186/1479-5868-10-49.
- Norman GJ, **Adams MA**, Ramirez E, Carlson JA, Kerr J, Godbole S, Dillon L, Marshall SJ. Effects of Behavioral Contingencies on Adolescent Active Video Game Play and Overall Activity: A Randomized Controlled Trial. Games for Health. 2013;2(3):158-165.