
PubH 6051- Section 001
Community Health Theory and Practice II
Spring 2009

Credits:	3		
Meeting Days:	Tuesdays & Thursdays		
Meeting Time:	11:15 a.m. – 12:30 p.m.		
Meeting Place:	Mayo, D199		
Instructor:	Traci Toomey, PhD	TA:	Carrie Heitzler
Office Address:	1300 South 2nd Street, Suite 300, Room 380	Office Phone:	612-626-7107
Office Phone:	612-626-9070	E-mail:	heitz022@umn.edu
E-mail:	toome001@umn.edu	Fax:	612-624-0315
Office Hours:	By appointment	Office Hours:	By appointment

I. Course Description

This course was designed for Community Health Education students to provide them with information and skills needed to conceptualize, design, and implement programs that influence health-related behaviors.

II. Course Prerequisites

PubH 6050 and CHE major or instructor's permission.

III. Course Goals and Objectives

Goals: The goal of this course is for students to learn a process for the development of population-level programs. In addition to reviewing the literature in an area of concern, students will participate in the design of an intervention program based on theory, etiological data, behavioral models, intervention objectives, and state-of-the-art community health education and behavior change methods. Another goal of the course is to acquire practical skills in implementing programs. Students will develop an implementation plan for the program they develop during the beginning of the course. Students will learn about (a) the opportunities and constraints of implementing programs/policy initiatives in various organizational settings and (b) how to design program materials, activity plans, timelines, and budgets. Finally, students will learn the basic requirements of grant writing by preparing a proposal for funding for their newly designed programs

Objectives:

1. Learn about promising intervention approaches for selected health-related behaviors with an identified target group, including family, school, worksite, media or community-wide programs, as well as potential policy and environmental change initiatives.
2. Learn methods for developing programs and policies in different settings and for different populations.
3. Be able to write a plan for an intervention program for a given targeted group and behavior.
4. Be able to critically discuss some of the challenges of implementing programs in various organizational settings.
5. Be able to identify effective strategies for designing intervention materials for community-wide programs.
6. Be able to develop work plans, timelines, and budgets.
7. Understand the importance of evaluation in development and implementation of programs and policies.
8. Be able to write a brief proposal summarizing the newly developed program

IV. Methods of Instruction and Work Expectations

The class sessions will be a combination of lecture, classroom and small group discussion, and presentations by guest lecturers. **Students will be given assigned readings and will be expected to complete the readings.**

Attendance in class is mandatory. Students are expected to attend class, arrive on time, and participate in class discussion. If you are unable to attend class, please contact the instructor prior to class, by email, or by phone. Missing more than one class may affect your grade in the class.

Since this is a graduate-level course, we expect that students will know how to: (1) conduct literature searches, (2) properly use citations, (3) use proper sentence and paragraph structures, and (4) write clearly and concisely. Please contact the instructor or the teaching assistant if you need referral to resources on campus to obtain or strengthen these skills.

V. Course Text and Reading

A course packet is available at the University of Minnesota Bookstore. Other reading materials will be distributed in class or through the class WebVista site. Readings in addition to those listed below may be added to the Web site throughout the semester.

Many of the readings are from the following books. You may find additional chapters from these books interesting and useful.

- (1) Planning Health Promotion Programs, L.K. Bartholomew, G.S. Parcel, G. Kok, N.H. Gottlieb. Jossey-Bass: Washington, DC, 2006.
- (2) Creating Health Behavior Change: how to Develop Community-wide Programs for Youth. C.L. Perry. Sage Publications: Thousand Oaks, 1999.
- (3) Organizing for Social Change: Midwest Academy Manual for Activists. K. Bobo, J. Kendall, S. Seven Locks Press: Santa Ana, CA, 2001.
- (4) Managing for Dummies. B. Nelson, P. Economy. Wiley Publishing, Inc.: New York, 2003. (on hold: Wilson Library)

VI. Evaluation and Grading

Students will be evaluated on class participation (15%), which includes attendance, preparation, contribution to discussion, and participation in class activities; assignments (35%); and a final grant proposal (50%).

Assignments:

Select a behavioral area related to public health problem. You will focus on this behavioral area/problem in these short writing assignments as well as in the grant proposal.

1. *Background & Figure:* Describe the epidemiological basis for the selected public health problem and behavior and a summary of programs targeting this problem and behavioral area (3-4 double-spaced pages). Also include a figure that shows a model of risk and protective factors of the health problem. [15 points]
2. *Draft Goals, Objectives, & List of Potential Program Components:* List the goal(s) and program objectives for your proposed program, including a justification for these objectives. In addition, include a brief description of the likely components of your program. (1-2 double-spaced pages). [10 points]
3. *Revised Goals & Objectives and Program Description:* Revise goals and objectives if necessary; include fuller description of your proposed program. The program must include more than one component (i.e., more than one strategy). (1-2 double-spaced pages). [20 points] (Bring 6 copies to class)
4. *Peer Review of Intervention Objectives and Proposed Program:* Read and critically review your peers objectives and proposed program. (Review should be 1-2 double-spaced pages).[10 points] (Bring 1 copy for student and 1 for instructor)
5. *Review of Existing Grant Proposals:* Critically review two grant proposals selected from Proposals A-E. (Review should be 1-2 double-spaced pages) [10 points]
6. *Draft Implementation Plan, Timeline, Budget, & Budget Justification:* Prepare an implementation plan, timeline, budget, and budget justification for proposed project. (Implementation plan = as many pages as needed, 1-page timeline in graph format, Budget = 1-2 page spreadsheet, Budget justification = as many pages as needed) [5 points] (Bring 6 copies to class; no review by instructor)
7. *Peer Review of Implementation Plan, Timeline, Budget, & Budget Justification:* Read and critically review your peers implementation plans, timeline, budget, and budget justification. (Review should be 1-2 double-spaced pages). [10 points] (Bring 1 copy for student and 1 for instructor)
8. *Revised Implementation Plan, Timeline, Budget, & Budget Justification:* Revised plans based on peer review. [20 points]
9. *Evaluation Plan & Questions:* Describe your evaluation plan (i.e., design and methods) and list specific evaluation questions to assess the success of your program (1-2 double-spaced pages). [10 points]
10. *Draft Grant Proposal:* Full draft of grant proposal excluding budget and budget justification. [5 points] (Bring 6 copies to class; no review by instructor)
11. *Peer Review of Grant Proposals:* Read and critically review your peers full grant proposals. (Review should be 1-2 double-spaced pages). [10 points] (Bring 1 copy for student and 1 for instructor)

Note: Overall, assignments are worth 35% of your grade for the course. One point will be subtracted for each day your assignment is late.

Final Grant Proposal

Students will be expected to write a full grant proposal asking for money to support the implementation and evaluation of their programs. All assignments and revisions should be incorporated into the full grant proposal; however, the full grant proposal may also incorporate new information and should be presented as a comprehensive and cohesive document.

THE PROPOSAL SHOULD BE NO MORE THAN 10 DOUBLE-SPACED PAGES (excluding budget, budget justification, and literature cited) USING 12 POINT TIMES/TIMES ROMAN FONT, WITH AT LEAST ONE-INCH MARGINS. APPENDICES ARE ALLOWED. YOUR PROPOSED BUDGET SHOULD NOT EXCEED \$250,000 IN DIRECT COSTS FOR EACH YEAR. Each proposal has a TWO YEAR LIMIT. All proposals should include the following basic information, although the organization/labels and organization of sections can vary. If you have questions, please see the instructor.

Included in the 10 Double-spaced Pages of Allowed Text

- Short (2-3 sentences) summary
- Background and Statement of the problem or need (i.e., why is your proposal significant?)
- Program goals and objectives
- Program description, including implementation details and timeline (i.e., how and when you will achieve objectives)
- Evaluation plan and questions

All of these sections should be integrated so that it flows smoothly as one document (i.e., points will be taken off if sections are just pasted together from the assignments). The proposal should be primarily in text form. Use bullets, tables, and figures to highlight or summarize key information.

Not Counted Toward 10-page Limit

- Budget for each year in a spreadsheet format
- Budget justification for each line item for each budget year. Underline or bold a sub-head for each budget line item.
- Literature cited

Proposals are due Wednesday, May 13th. Proposals must be placed in the box on top of the filing cabinet across from Dr. Toomey's office door (380 WBOB) by 4:00 p.m. All proposals received after this will have 5 points deducted for each day they are late. E-mail submissions will not be accepted. **There will be no exceptions.**

Letter grades and associated points are awarded in this course as follows below, and will appear on the student's official transcript.

This course cannot be taken on a S/N basis for CHE students. Letter grades will be determined by total effort as follows:

- | | | |
|-------------|------------|--|
| A = | 95-100 pts | Represents achievement that is outstanding relative to the level necessary to meet course requirements |
| A-= | 90-94 pts | |
| B+= | 87-89 pts | |
| B = | 83-86 pts | Represents achievement that is significantly above the level necessary to meet course requirements |
| B- = | 80-82 pts | Represents achievement that meets the minimum course requirements |

C+= 77-79 pts

C = 73-76 pts

C- = 70-72 pts

F (or N) Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VII. Evaluation and Grading

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements.

Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to:

www.sph.umn.edu/grades.

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Course Evaluation

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html. Students

are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu). The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>. Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources". In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable. If you have any questions, consult the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

Course Outline/Weekly Schedule (Tentative)

Class	Date	Topic(s)	Reading	Assignment Due
WEEK 1				
1	Jan 20	<ul style="list-style-type: none"> Course Introduction 	REQUIRED READING: <ul style="list-style-type: none"> Bartholomew et al. (pp. 193-218) – <i>in course packet</i> 	
2	Jan 22	<ul style="list-style-type: none"> Review: Identify main risk and protective factors 	REQUIRED READING <ul style="list-style-type: none"> Bartholomew et al. (pp. 218-239) – <i>in course packet</i> 	
WEEK 2				
3	Jan 27	<ul style="list-style-type: none"> Introduction to program planning and grant writing 		
4	Jan 29	<ul style="list-style-type: none"> Goals/Objectives/Activities 	REQUIRED READING: <ul style="list-style-type: none"> Bartholomew et al. (pp. 251-317) – <i>in course packet</i> 	
WEEK 3				
5	Feb 3	<ul style="list-style-type: none"> Critical components of school-based programs 	REQUIRED READINGS: <ul style="list-style-type: none"> Komro & Toomey, 2002 – <i>WebVista</i> Kalafat & Ryerson, 1999 – <i>WebVista</i> 	
6	Feb 5	<ul style="list-style-type: none"> Critical components of parent programs 	REQUIRED READINGS: <ul style="list-style-type: none"> Perry, 1999 (pp. 59-61) – <i>course packet</i> 	Assignment #1: Background section and figure [15 points]
WEEK 4				
7	Feb 10	<ul style="list-style-type: none"> Critical components of worksite programs <i>Guest: Jennifer Linde, PhD</i> 	REQUIRED READINGS: <ul style="list-style-type: none"> Engbers et al., 2005 – <i>WebVista</i> Jeffery et al., 2003 – <i>WebVista</i> 	
8	Feb 12	<ul style="list-style-type: none"> Combining Creativity and Practical Considerations When Developing Programs <i>Guests: Mary Smyth, Bonnie Dudovitz</i> 	REQUIRED READING: <ul style="list-style-type: none"> Perry, 1999 (pp. 73-97) - <i>course packet</i> 	
WEEK 5				
9	Feb 17	<ul style="list-style-type: none"> Critical components of social marketing <i>Guest: Carrie Heitzler</i> 		
10	Feb 19	<ul style="list-style-type: none"> Critical components of community organizing campaigns 	REQUIRED READINGS: <ul style="list-style-type: none"> Blaine et al., 1997 – <i>WebVista</i> 	

			<ul style="list-style-type: none"> Bobo et al., 2001 (pp. 8-21) - <i>course packet</i> Bosma et al., under review – <i>WebVista</i> 	
WEEK 6				
11	Feb 24	<ul style="list-style-type: none"> Workshop: Program Plans/Objectives 		
12	Feb 26	<ul style="list-style-type: none"> Culturally competent programs <i>Guest: TBA</i> 	REQUIRED READINGS: <ul style="list-style-type: none"> Kumpfer et al., 2002 – <i>WebVista</i> Bell et al., 2007 – <i>WebVista</i> Asian Pacific Tobacco-Free Coalition of MN (2006): “Tobacco Use in MN: Perspectives from Cambodian, Hmong, Laotian and Vietnamese Communities” – <i>WebVista</i> 	Assignment #2: Draft program goals, objectives, and likely components [10 points]
WEEK 7				
13	March 3	<ul style="list-style-type: none"> Basics of education/curriculum development <i>Guest: TBA</i> 		
14	March 5	<ul style="list-style-type: none"> Building advocacy capacity <i>Guest: Jaime Martinez</i> 		
WEEK 8				
15	March 10	<ul style="list-style-type: none"> Why you should you and how to pilot test your program 		Assignment #3: Revised goals & objectives and program description [20 points] (<u>Bring 6 copies to class</u>)
16	March 12	<ul style="list-style-type: none"> Present to peers & Provide feedback to peers 		Assignment #4: Peer review of intervention objectives and proposed program [10 points] (<u>Bring 1 copy for student and 1 for instructor</u>)
SPRING BREAK (MARCH 16 – MARCH 20)				

WEEK 9				
17	March 24	<ul style="list-style-type: none"> Preparing grant proposals 	REQUIRED READINGS: Grant proposals A,B,C,D, E (<u>read two</u>) - <i>WebVista</i>	
18	March 26	<ul style="list-style-type: none"> Developing implementation plans 		
WEEK 10				
19	March 31	<ul style="list-style-type: none"> Developing budget and budget justification 		
20	April 2	<ul style="list-style-type: none"> Workshop to develop implementation plans/budgets/justifications 		Assignment #5: Review of existing grant proposals [10 points]
WEEK 11				
21	April 7	<ul style="list-style-type: none"> Workshop: Budgets <i>Guest: TBA</i> 		
22	April 9	<ul style="list-style-type: none"> Implementation in Different Public Health Settings <i>Guest Panel: TBA</i> 	OPTIONAL READINGS: <ul style="list-style-type: none"> Dandoy, S., Melton, R., The State Public Health Department. In Principles of Public Health, Scutchfield, F.D., Keck, C.W. (eds.), (2003), Australia: Thomas Delmar Learning – <i>WebVista</i> Milne, T.L., Pharm, B.S., The Local Health Department. In Principles of Public Health, Scutchfield, F.D., Keck, C.W. (eds.), (2003), Australia: Thomas Delmar Learning – <i>WebVista</i> 	Assignment #6: Draft implementation, timeline, budget, budget justification [5 points] (<u>bring 6 copies to class; no review by instructor</u>)
WEEK 12				
23	April 14	<ul style="list-style-type: none"> Peer review of implementation plans, budgets, timelines, justifications 		Assignment #7: Peer Review of Implementation Plan, Timeline, Budget, & Budget Justification [10 points] (<u>Bring 1 copy for student and 1 for instructor</u>)
24	April 16	<ul style="list-style-type: none"> Evaluation of programs 	REQUIRED READINGS: <ul style="list-style-type: none"> West & O'Neal, 2004 Lonero, 2008 	
WEEK 13				

25	April 21	<ul style="list-style-type: none"> • Implementation challenges • Guest Panel: TBA 		Assignment #8: Revised implementation plans, timeline, budget, budget justification [20 points]
26	April 23	<ul style="list-style-type: none"> • Workshop: Evaluation questions & Plans 		Assignment #9: Evaluation Plan & Questions [10 points]
WEEK 14				
27	April 28	<ul style="list-style-type: none"> • Discussion: Important skills development 		
28	April 30	<ul style="list-style-type: none"> • Discussion of management issues 	OPTIONAL READINGS: <ul style="list-style-type: none"> • Chapter 20,23 (Nelson & Economy, Managing for Dummies, 2003, New York, Wiley Publishing, Inc.) 	Assignment #10: Draft: Proposal text (<u>bring 6 copies to class</u>) [5 points for bringing draft – no review by instructor]
WEEK 15				
29	May 5	<ul style="list-style-type: none"> • Peer Review of grant proposals 		Assignment #11: Peer Review of Grant Proposals [10 points] (<u>Bring 1 copy for student and 1 for instructor</u>)
30	May 7	<ul style="list-style-type: none"> • Wrap up 		
**May 13: Grant Proposal due by Wednesday, May 13th before 4:00 p.m. outside Dr. Toomey's office (380 WBOB).				