

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6051 Community Health Theory and Practice II Spring 2016

Credits:	3
Meeting Days:	T, Th
Meeting Time:	11:15-12:30
Meeting Place:	Mayo A110
Instructor:	Traci Toomey, PhD
Office Address:	Suite 300, 1300 South 2 nd Street (380 WBOB)
Office Phone:	612-626-9070
Fax:	612-624-0315
E-mail:	toome001@umn.edu
Office Hours:	After class and by appointment
Assistant:	Laurie Zurbey (zurbey@umn.edu)

I. Course Description

This course was designed for Community Health Promotion (CHP) 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 CHP 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 interventions. In addition to reviewing the literature in an area of concern, students will participate in the design of an intervention based on theory, etiological data, behavioral models, intervention objectives, and community health education and behavior change methods. Another goal of the course is to acquire practical skills in implementing interventions. Students will develop an implementation plan for the intervention 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 interventions.

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 for a given targeted group and behavior.
4. Be able to critically discuss some of the challenges of implementing interventions in various organizational settings.
5. Be able to develop work plans, timelines, and budgets.
6. Understand the importance of evaluation in development and implementation of programs and policies.
7. Be able to write a brief proposal “selling” the newly developed intervention.

CHP Competencies

1. Use theories of behavior and social change to inform the planning and evaluation of health interventions
2. Identify individual-, community-, and policy-level interventions that are effective in promoting healthy behaviors and social conditions
3. Design and implement effective individual-, community-, and policy-level interventions targeting a variety of health behaviors
4. Develop and adapt approaches to solving health problems, taking into account cultural differences
5. Communicate health information effectively

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 if you need referral to resources on campus to obtain or strengthen these skills.

Some resources that may be helpful to you are listed below:

- (1) The University library system has several online tutorials that may be helpful to you, including tutorials on how to find articles and books, how to do citations, and how to use RefWorks to create your bibliography (<http://www.lib.umn.edu/research/instruction/modules/index.html>).
- (2) Writing help through the Center for Writing at the University of Minnesota (<http://writing.umn.edu/>)
- (3) Additional resources are posted on Moodle.

V. Course Text and Readings

Readings will be from multiple sources including the following books: (1) *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*, L. Michele Issel, Jones & Bartlett Publishers, 2009, (2) *Collective Action for Social Change: An Introduction to Community Organizing*, A. Schultz & M.G. Palgrave MacMillan, 2011, and (3) *Principles of Public Health Practice*, F.D. Schutthfield & C.W. Keck, Delmar, 2009. Readings materials will be distributed in class or through the class Moodle site. Readings in addition to those listed below may be added to the Moodle site or handed out in class.

See Resources folder on Moodle. Please review the general resources on writing as well as resources for specific assignments. The description of job duties, example timelines, and example budget justification will help you with Assignments #5 and #7.

VI. Course Outline/Weekly Schedule

See pages at the end of the syllabus.

VII. Evaluation and Grading

Students will be evaluated on class participation (10%), which includes attendance, preparation, contribution to discussion, and participation in class activities; assignments (40%); and a final grant proposal (50%).

Assignments:

Select a behavioral area related to a public health problem. You will focus on this behavioral area/problem in these short writing assignments as well as in the grant proposal. You should select a behavioral area different from the one you focused on for your group project in PubH 6050 but the health problem can be the same. A brief description of each assignment is provided below; however, detailed instructions and grading criteria for each assignment is posted on Moodle. All assignments should be handed in during the class period they are due.

1. *Background & Figure*: Describe the epidemiological basis for the selected public health problem and behavior, justification for targeting this problem and behavior, and key determinants of the targeted behavior (4 double-spaced pages). Also include a conceptual model of the determinants (i.e., risk and protective factors) of the targeted behavior (figure is not included in the 4-page limit). The conceptual model should be discussed in the main text. [15 points]
2. *Draft Goals, Objectives, & List of Potential Program Components*: Identify your target population (include 1-2 sentence justification), list the short- and long-term goals 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 target population, goals and objectives if necessary; include fuller description of and justification for your proposed program. The program must include two components (i.e., more than one strategy). (maximum of 4 double-spaced pages). [20 points] (Bring copies to class for peer review group members)
4. *Peer Review of Intervention Objectives and Proposed Program*: Read and critically review your peers' objectives and proposed program. (Assigned written review should be 1-2 double-spaced pages).[10 points] (Bring 1 copy for student and 1 for instructor)
5. *Draft Implementation Plan, Timeline, Budget, & Budget Justification*: Prepare an implementation plan, timeline, budget, and budget justification for your 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 copies to class for peer review group members; no review by instructor)

6. *Peer Review of Implementation Plan, Timeline, Budget, & Budget Justification*: Read drafts from all peers in your assigned review group; critically review your assigned peer's implementation plans, timeline, budget, and budget justification. (Assigned written review should be 1-2 double-spaced pages). [10 points] (Bring 1 copy for student and 1 for instructor)
7. *Revised Implementation Plan, Timeline, Budget, & Budget Justification*: Revise plans based on peer review. [20 points]
8. *Oral Presentation of Evaluation Plan*: You will present a brief (10 minutes or less) overview of your evaluation plan to your peer review group. Create a handout to help present your information to your audience. Turn in a copy of the handout to the instructor. [5 points]
9. *Written Evaluation Plan*: Provide a brief (no more than 2 double-spaced pages) describing your evaluation plan. Include a brief summary, goals, and objectives. [10 points]
10. *Draft Grant Proposal*: Full draft of grant proposal excluding budget and budget justification. [5 points] (Bring copies to class for peer review group members; no review by instructor)
11. *Peer Review of Grant Proposals*: Read the proposals of each member of your peer review group. Critically review the proposal of the peer assigned to you. (Assigned written review has no page limit). [10 points] (Bring 1 copy for student and 1 for instructor)

Note: Overall, assignments are worth 40% 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 relevant 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 MAIN BODY OF THE PROPOSAL SHOULD BE NO MORE THAN 10 DOUBLE-SPACED PAGES (excluding budget, budget justification, and literature cited, which have no page limit) USING 12 POINT TIMES/TIMES ROMAN FONT, WITH ONE-INCH MARGINS. 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. 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 description of the two components)
- Workplan including timeline or indication of sequence of activities (i.e., how and when you will achieve objectives); if you include timeline in proposal, it should be included within the main text and thus, within the 10-page limit
- 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 previous assignments). The proposal should be primarily in text form. Only use bullets, tables, and figures to highlight or summarize key information. Bulleted information in main text must also be double spaced. Text in tables and figures can be single spaced.

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 11th. 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 4:00 on May 11th will have 5 points deducted for each day they are late. E-mail submissions will not be accepted. **There will be no exceptions.**

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

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/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 in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop 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 an 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.

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 official 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 SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

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

VIII. Other Course Information and Policies

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 courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is

determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Template update 9/2014

Course Outline/Weekly Schedule

(Note: Some lectures may be changed to meet course needs)

Class	Date	Topic(s)	Reading	Assignment Due
WEEK 1A				
1	Jan 19	<ul style="list-style-type: none"> Course Introduction Panel of second year students <p><i>Guests: Kristen Werner, Nicole Lee, Amanda Swygard, Lauren Kvasnicka</i></p>		
2	Jan 21	<ul style="list-style-type: none"> Review: Identify main risk and protective factors Role of needs assessment Justifying risk/protective factors <p><i>Guest Speaker: Sara Axtell (12-12:30)</i></p>	REQUIRED READING: <ul style="list-style-type: none"> Scutchfield & Keck, Ch. 12 	
WEEK 2				
3	Jan 26	<ul style="list-style-type: none"> Introduction to program planning and grant writing 	REQUIRED READING: <ul style="list-style-type: none"> Issel, Chapter 6 	
4	Jan 28	<ul style="list-style-type: none"> Problem with being atheoretical Peer Workshop: identifying risk/protective factors & building conceptual model for Assignment #1 	<ul style="list-style-type: none"> eARM grant proposal 	
WEEK 3				
5	Feb. 2	<ul style="list-style-type: none"> Goals/Objectives/Activities 	REQUIRED READING: <ul style="list-style-type: none"> Issel, Chapter 7 (pp. 211-222) 	
6	Feb 4	<ul style="list-style-type: none"> Workshop: Program Plans/Objectives 		Assignment #1: Background section and figure [15 points]
WEEK 4				

8	Feb 11	<ul style="list-style-type: none"> • Critical components of school-based programs • Critical components of parent programs 	REQUIRED READINGS: <ul style="list-style-type: none"> • Komro & Toomey, 2002 • Kalafat & Ryerson, 1999 • Bell et al., 2007 • Gandhi et al., 2007 	
---	--------	--	---	--

WEEK 5				
9	Feb 16	<ul style="list-style-type: none"> • Critical components of Community Organizing 	REQUIRED READINGS: <ul style="list-style-type: none"> • Blaine et al., 1997 • Bosma et al. • Schultz, Ch. 1, 10 	
10	Feb 18	<ul style="list-style-type: none"> • Critical strategies of media campaigns <p><i>Guest: Rebekah Nagler</i></p>	REQUIRED READINGS: <ul style="list-style-type: none"> • Atkin, C.K., & Rice, R.E. (2013) • Hornik, R.C. (2002) 	Assignment #2: Draft program goals, objectives, and likely components [10 points]

WEEK 6				
11	Feb 23	<ul style="list-style-type: none"> • Online intervention development <p><i>Guest: Keith Horvath</i></p>	REQUIRED READINGS: <ul style="list-style-type: none"> • Horvath et al., 2015 • Review: http://www.usability.gov/how-to-and-tools/resources/ucd-map.html 	
12	Feb 25	<ul style="list-style-type: none"> • Critical components of worksite programs <p><i>Guest: Deb Hennrikus</i></p>	REQUIRED READINGS: <ul style="list-style-type: none"> • Goetzel et al., 2008 • NIOSH, 2008 	

WEEK 7				
13	March 1	<ul style="list-style-type: none"> • Developing culturally appropriate interventions • Adapting existing programs 	REQUIRED READING: <ul style="list-style-type: none"> • Kumpfer et al., 2002 • SE Asian full report (2006) 	
14	March 3	<ul style="list-style-type: none"> • Why you should and how to pilot test your program 		Assignment #3: Revised goals & objectives and program description [20 points] (<u>Bring</u>

				copies to class for review group members)
WEEK 8				
15	March 8	<ul style="list-style-type: none"> Preparing grant proposals 	REQUIRED READINGS: <ul style="list-style-type: none"> Sample grant proposals posted on Moodle 	
16	March 10	<ul style="list-style-type: none"> Present to peers & Provide feedback to peers 		Assignment #4: Peer review of program objectives and proposed program [10 points] (Bring 1 copy for student and 1 for instructor)
SPRING BREAK (MARCH 14– MARCH 18)				

WEEK 9				
17	March 22	<ul style="list-style-type: none"> Developing Implementation Plans 	REQUIRED READINGS: <ul style="list-style-type: none"> Issel, Chapter (247-259) 	
18	March 24	<ul style="list-style-type: none"> Developing budget and budget justification 		
WEEK 10				
19	March 29	<ul style="list-style-type: none"> Workshop to develop implementation plans/budgets/justifications 		
20	March 31	<ul style="list-style-type: none"> Workshop: Budgets <p><i>Guests: Lindsey Fabian, Pam Van Coevering</i></p>		
WEEK 11				
21	April 5	<ul style="list-style-type: none"> Combining creativity and practical considerations when developing programs <p><i>Guest: Bonnie Dudovitz</i></p>		Assignment #5: Draft implementation, timeline, budget, budget justification [5 points] (bring copies to class for review group members; 5 points for turning in draft - no review by instructor)
22	April 7	<ul style="list-style-type: none"> Peer review of implementation plans, budgets, timelines, justifications 		Assignment #6: Peer Review of Implementation Plan, Timeline, Budget, & Budget Justification [10 points] (Bring 1 copy for student and 1 for instructor)

WEEK 12				
23	April 12	<ul style="list-style-type: none"> Importance of evaluating interventions Writing an evaluation section for a grant proposal 	REQUIRED READINGS: <ul style="list-style-type: none"> West & O'Neal, 2004 Lonerio, 2008 	
24	April 14	<ul style="list-style-type: none"> Working in Different Public Health Settings <p><i>Guest Panel: TBD</i></p>		

WEEK 13				
25	April 19	<ul style="list-style-type: none"> Workshop: Evaluation questions & Plans 		Assignment #7: Revised implementation plans, timeline, budget, budget justification [20 points] Assignment #8: Oral presentation of Evaluation Plan [5 points]
26	April 21	<ul style="list-style-type: none"> Critique of previous student proposals 	REQUIRED READINGS: <ul style="list-style-type: none"> Student proposals posted on Moodle 	Assignment #9: Written Evaluation Plan [10 points]

WEEK 14				
27	April 26	<ul style="list-style-type: none"> Implementation challenges, e.g.: <ul style="list-style-type: none"> Working with external vendors Framing intervention for specific populations <p><i>Potential Guests: Ali Ecklund, Shanda Hunt</i></p>		
28	April 28	<ul style="list-style-type: none"> Implementing interventions with different populations <p><i>Guests: TBD</i></p>		Assignment #10: Draft: Proposal text (<u>bring copies to class for review group members</u>) [5 points for bringing draft – no review by instructor]

WEEK 15			
29	May 3	• Peer Review of grant proposals	Assignment #11: Peer Review of Grant Proposals [10 points] (Bring 1 copy for student and 1 for instructor)
30	May 5	• Wrap up & Potluck	
**Grant Proposal due by Wednesday, May 11th before 4:00 p.m. outside Dr. Toomey's office (380 WBOB).			