

# PUBH 6051

Community Health Theory and Practice II  
Spring 2019

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## COURSE & CONTACT INFORMATION

**Credits:** 3

**Meeting Day(s):** T, Th

**Meeting Time:** 11:15-12:30

**Meeting Place:** Mayo A110

**Instructor:** Traci L. Toomey, PhD

**Email:** toome001@umn.edu

**Office Phone:** 612-626-9070

**Office Hours:** By appointment

**Office Location:** 380 WBOB

**TA:** Sara Dufour

**Email:** dufou023@umn.edu

**Office Hours:** By appointment

## 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 interventions that influence health-related behaviors.

## COURSE PREREQUISITES

PubH 6050 and CHP major or instructor's permission

## COURSE GOALS & 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 intervention 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, 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 justify the need for an intervention for a specific population.
4. Be able to write a plan for an intervention for a given targeted group and behavior.
5. Be able to critically discuss some of the challenges of implementing interventions in various organizational settings.
6. Be able to develop work plans, timelines, and budgets.
7. Be able to develop a basic evaluation plan.
8. Be able to write a brief grant proposal "selling" the newly developed intervention.

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

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

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 Canvas.

### Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoiding broad statements and generalizations.
- Considering your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student-to-student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

## COURSE TEXT & 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*, P.C. Erwin & R.C. Brownson, 2017. Reading materials will be distributed in class or through the class Canvas site. Readings in addition to those listed below may be added to the Canvas site or handed out in class.

Please review the general resources on writing as well as resources for specific assignments posted on Canvas. The description of job duties, example timelines, and example budget justification will help you with Assignments #6 and #8.

### Access Course Canvas Site

- Go to [www.umn.edu](http://www.umn.edu) click on the “myU” button
- Login with your University ID and password
- Scroll to your course and click on the Canvas site link.

## COURSE OUTLINE/WEEKLY SCHEDULE

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

Class	Date	Topic(s)	Reading	Assignment Due
<b>WEEK 1A</b>				
1	Jan 22	<ul style="list-style-type: none"> <li>Course Introduction</li> <li>Panel of second year students</li> </ul> <p><i>Panel: Sara Dufour &amp; Guests</i></p>		
2	Jan 24	<ul style="list-style-type: none"> <li>Overview Intervention Planning and Grant Proposals</li> </ul>	<b>REQUIRED READING:</b> <ul style="list-style-type: none"> <li>Erwin &amp; Brownson, Ch. 13</li> <li>Issel &amp; Wells (pp. 91-115)</li> <li>Issel &amp; Wells, Chapter 5</li> <li><a href="https://www.theatlantic.com/health/archive/2015/04/what-good-is-raising-awareness/391002/">https://www.theatlantic.com/health/archive/2015/04/what-good-is-raising-awareness/391002/</a></li> </ul>	
<b>WEEK 2</b>				
3	Jan 29	<ul style="list-style-type: none"> <li>Goals/Objectives/Activities</li> </ul>	<b>REQUIRED READING:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	
4	Jan 31	<ul style="list-style-type: none"> <li>Workshop: Intervention plans/objectives</li> </ul>	<b>REQUIRED READING:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	
<b>WEEK 3</b>				
5	Feb. 5	<ul style="list-style-type: none"> <li>Problem with being atheoretical</li> <li>Peer Workshop: identifying risk/protective factors &amp; building conceptual model for Assignment #1</li> </ul>	<b>REQUIRED READING:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	
6	Feb 7	<ul style="list-style-type: none"> <li>Workshop: Operationalizing theoretical constructs</li> </ul>	<b>REQUIRED READING:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	

**WEEK 4**

7	Feb 12	<ul style="list-style-type: none"> <li>Developing culturally appropriate interventions</li> <li>Adapting existing interventions</li> </ul>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>Kumpfer, Magalhães &amp; Xie (2017)</li> <li>Wang-Schweig et al., (2014)</li> <li>In a Good Way: Indigenous Commercial Tobacco Control Practices (2017)In</li> <li>Issel &amp; Wells (pp. 38-40)</li> </ul> <p><b>Other Recommended Reading</b></p> <ul style="list-style-type: none"> <li>SE Asian full report (2006)</li> </ul>	<p><b>Assignment #1:</b> Background section and figure [15 points]</p>
8	Feb 14	<ul style="list-style-type: none"> <li><i>Online intervention development</i></li> </ul> <p><i>Guest: Keith Horvath</i></p>	<p><b>REQUIRED VIEWING:</b></p> <ul style="list-style-type: none"> <li>Horvath et al., 2015</li> <li>Review: <a href="http://www.usability.gov/how-to-and-tools/resources/ucd-map.html">http://www.usability.gov/how-to-and-tools/resources/ucd-map.html</a></li> </ul>	

**WEEK 5**

9	Feb 19	<ul style="list-style-type: none"> <li>Critical components of parent interventions</li> </ul> <p><i>Guest: Javi Monardez</i></p>	<p><b>ONLINE LECTURE :</b></p> <ul style="list-style-type: none"> <li>Critical components of school-based interventions</li> </ul> <p><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>Bell et al., 2007</li> <li>Gandhi et al., 2007</li> <li>Bruckner et al., 2007</li> </ul>	
10	Feb 21	<ul style="list-style-type: none"> <li>Critical components of community organizing &amp; advocacy campaigns</li> </ul>	<p><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>Bosma et al.</li> <li>Schultz, Ch. 1, 10</li> </ul> <p><b>Additional Resources :</b></p> <ul style="list-style-type: none"> <li><a href="https://ssir.org/articles/entry/channeling_change_making_collective_impact_work">https://ssir.org/articles/entry/channeling_change_making_collective_impact_work</a></li> <li>Developing Effective Coalitions : An Eight Step Guide (<a href="https://www.preventioninstitute.org/">https://www.preventioninstitute.org/</a>)</li> </ul>	<p><b>Assignment #2:</b> Draft intervention goals, objectives, and likely components [10 points]</p>

			<p>publications/developing-effective-coalitions-an-eight-step-guide)</p> <ul style="list-style-type: none"> <li>• Section 5. Coalition Building I: Starting a Coalition (<a href="http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main">http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main</a>)</li> <li>• Section 6. Coalition Building II: Maintaining a Coalition (<a href="http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/maintain-a-coalition/main">http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/maintain-a-coalition/main</a>)</li> </ul>	
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WEEK 6				
11	Feb 26	<ul style="list-style-type: none"> <li>• Critical strategies of media campaigns</li> <li>• Critical components of worksite interventions</li> </ul>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>• Atkin, C.K., &amp; Rice, R.E. (2013)</li> <li>• Hornik, R.C. (2002)</li> <li>• Goetzel et al., 2008</li> <li>• NIOSH, 2008</li> </ul>	<b>Assignment #3:</b> Exercise on Coalitions & Community Organizing [5 points]
12	Feb 28	<ul style="list-style-type: none"> <li>• Why you should and how to pilot test your intervention</li> </ul>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	
WEEK 7				
13	March 5	<ul style="list-style-type: none"> <li>• Developing implementation plans</li> </ul>	<b>REQUIRED READING:</b> <ul style="list-style-type: none"> <li>• Issel &amp; Wells, Chapter 7</li> </ul>	
14	March 7	<ul style="list-style-type: none"> <li>• Developing budget and budget justification</li> </ul>	<b>REQUIRED READINGS:</b> None	<b>Assignment #4:</b> Revised goals & objectives and intervention description [20 points] (Bring copies to class for review group members)
WEEK 8				
15	March 12	<ul style="list-style-type: none"> <li>• Workshop: Budgets</li> </ul> <p><i>Guests: Lindsey Fabian, Pam Van Coevering</i></p>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>• Review assumptions for Assignment #6</li> </ul>	
16	March 14	<ul style="list-style-type: none"> <li>• Workshop to develop implementation plans/budgets</li> </ul>		
SPRING BREAK (MARCH 18– MARCH 22)				

WEEK 9				
17	March 26	<ul style="list-style-type: none"> <li>Peer Review of draft intervention objectives &amp; proposed intervention</li> <li>Help with implementation plans</li> </ul>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>Assignment #5:</b> Peer review of intervention objectives and proposed intervention [10 points] (Bring 1 copy for student and 1 for instructor)
18	March 28	<ul style="list-style-type: none"> <li>Preparing grant proposals</li> </ul>	<b>OPTIONAL READINGS:</b> Sample grant proposals posted on Canvas	
WEEK 10				
19	April 2	<ul style="list-style-type: none"> <li>Combining creativity and practical considerations when developing interventions</li> </ul> <p><i>Guest: Bonnie Dudovitz</i></p>	<b>REQUIRED READINGS:</b>	<b>Assignment #6:</b> 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)
20	April 4	<ul style="list-style-type: none"> <li>Peer review of implementation plans, budgets, timelines, justifications</li> </ul>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>Assignment #7:</b> Peer Review of Implementation Plan, Timeline, Budget, & Budget Justification [10 points] (Bring 1 copy for student and 1 for instructor)
WEEK 11				
21	April 9	<ul style="list-style-type: none"> <li>Developing an evaluation plan</li> <li>Writing an evaluation section for a grant proposal</li> </ul>	<ul style="list-style-type: none"> <li>Review tips for writing evaluation plan section (see pdf on Canvas)</li> </ul>	
22	April 11	<ul style="list-style-type: none"> <li>Workshop: Evaluation questions &amp; Plans</li> </ul>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>Assignment #8:</b> Revised implementation plans, timeline, budget, budget justification [20 points]
WEEK 12				
23	April 16	<ul style="list-style-type: none"> <li>Overview of final proposal sections</li> <li>Critique of previous student proposals</li> </ul>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>Student proposals posted on Canvas</li> </ul>	<b>Assignment #9:</b> Written Evaluation Plan [10 points]
24	April 18	<ul style="list-style-type: none"> <li>Working in different public health settings</li> </ul> <p><i>Guest Panel: TBA</i></p>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>Erwin &amp; Brownson, Ch. 8 &amp; 9</li> </ul>	
WEEK 13				

25	April 23	<ul style="list-style-type: none"> <li>Working with Communities</li> </ul> <i>Guest: TBA</i>	<b>REVIEW:</b> <ul style="list-style-type: none"> <li>TBA</li> </ul>	
26	April 25	<ul style="list-style-type: none"> <li>Implementation, skill development, and big picture</li> </ul>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>Assignment #10:</b> Draft: Proposal text (bring copies to class for review group members) [5 points for bringing draft – no review by instructor]
<b>WEEK 14</b>				
27	April 30	<ul style="list-style-type: none"> <li>Peer Review of grant proposals</li> </ul>	<b>REQUIRED READINGS:</b> None	<b>Assignment #11:</b> Peer Review of Grant Proposals [10 points] (Bring 1 copy for student and 1 for instructor)
28	May 2	<ul style="list-style-type: none"> <li>Wrap up &amp; Potluck</li> </ul>	<b>REQUIRED READINGS:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	
<b>**Grant Proposal due by Wednesday, May 8th before 4:00 p.m. outside Dr. Toomey's office (380 WBOB).</b>				

## SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

## EVALUATION & GRADING

Students will be evaluated on class participation (5%), which includes attendance, preparation, contribution to discussion, and participation in class activities; assignments (45%); 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 Canvas. 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 most important 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 and referred to in the main text. [15 points]
2. *Draft Goals, Objectives, & List of Potential Intervention Components*: Identify your target population (include 1-2 sentence justification), list the short- and long-term goals and intervention objectives for your proposed intervention, including a justification for these objectives. In addition, include a brief description of the likely components of your intervention. (1-2 double-spaced pages). [10 points]
3. *Coalition & Community Organizing Exercise*: Complete the exercise posted online to help you think about coalition development. [5 points]
4. *Revised Goals & Objectives and Intervention Description*: Revise target population, goals and objectives if necessary; include fuller description of and justification for your proposed intervention. The intervention 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)
5. *Peer Review of Intervention Objectives and Proposed Intervention*: Read and critically review your peers' objectives and proposed intervention. (Assigned written review should be 1-2 double-spaced pages). [10 points] (Bring 1 copy for student and 1 for instructor)
6. *Draft Implementation Plan, Timeline, Budget, & Budget Justification*: Prepare an implementation plan, timeline, budget, and budget justification for your proposed intervention. (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 except to make sure sections are included)
7. *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)
8. *Revised Implementation Plan, Timeline, Budget, & Budget Justification*: Revise plans based on peer review. [20 points]
9. *Written Evaluation Plan*: Provide a brief (no more than 2 double-spaced pages) describing your evaluation plan. The evaluation plan should include both a process and outcome evaluation. 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 except to make sure all sections are included)
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 45% 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 interventions. 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?)
- Intervention goals and objectives
- Intervention 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 8<sup>th</sup>. 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 8<sup>th</sup> will have 5 points deducted for each day they are late. E-mail submissions will not be accepted.

Many of our courses build in group work and peer review of other students' assignments. This is a good way to learn from others and learn about public health topics that you may not otherwise learn about. This may trigger new ideas and areas that you want to continue to explore. However, when learning from other students, it is important to recognize their ideas and work as their own. If you want to build on their ideas for your own work, touch bases with them and talk through whether you can build on or share their ideas with others. It is always great to learn from others but also important to acknowledge other people's ideas, insight, and work.

#### **Grading Scale**

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

<b>% In Class</b>	<b>Grade</b>	<b>GPA</b>
95 - 100%	A	4.000
90 - 94%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667

67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because 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 (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>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 (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Late Assignments</b></p>	<p><b>One point will be subtracted for each day your assignment is late. All final proposals received after 4:00 on May 8<sup>th</sup> will have 5 points deducted for each day they are late.</b></p>
<p><b>Attendance Requirements</b></p>	<p><b>Attendance in class is mandatory.</b> 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. <u>Missing more than one class may affect your grade in the class.</u></p>

<b>MPH Foundational Competency</b>	<b>Learning Objectives</b>	<b>Assessment Strategies</b>
F1. Apply epidemiological methods to the breadth of settings and situations in public health practice	Be able to justify the need for an intervention for a specific population.	Assignment 1
F8. Apply awareness of cultural values and practices to the design or implementation of public health programs	Be able to write a plan for an intervention for a given targeted group and behavior.	Assignments 2, 4, 5, 10, Final Grant Proposal
F9. Design a population-based project, program, policy, or intervention	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.	Assignments 2, 4, 5, Final Grant Proposal
	Learn methods for developing programs and policies in different settings and for different populations.	Assignments 2, 4, 5, Final Grant Proposal
	Be able to write a plan for an intervention for a given targeted group and behavior.	Assignments 2, 4, 5, Final Grant Proposal
F10. Explain basic principles and tools of budget and resource management	Be able to develop work plans, timelines, and budgets	Assignments 6, 7, 8, Final Grant Proposal
F11. Select methods to evaluate public health programs or policies	Be able to develop a basic evaluation plan.	Assignment 9, 10, Final Grant Proposal
F13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	Learn methods for developing programs and policies in different settings and for different populations.	Assignment 3

<b>MPH Foundational Competency</b>	<b>Learning Objectives</b>	<b>Assessment Strategies</b>
F19. Communicate audience-appropriate public health content, both in writing and through oral presentation	. Be able to write a brief grant proposal “selling” the newly developed intervention.	Assignment 10, Final Grant Proposal

## CEPH COMPETENCIES

CHP Competency	Learning Objectives	Assessment Strategies
CHP1: Apply theories in the development of effective public health programs and policies.	Be able to justify the need for an intervention for a specific population	Assignment 1, 2, 4, 5, 10, Final Grant Proposal
CHP2: Critically review the research literature to identify individual- and/or environmental-level factors that can be changed through interventions to address significant public health issues.	Be able to write a plan for an intervention for a given targeted group and behavior	Assignment 1, 2, 4, 5, 10, Final Grant Proposal
CHP4: Critically assess existing interventions, evaluations, and/or public health organizations.	Be able to write a plan for an intervention for a given targeted group and behavior	Assignment 1, 2, 4, 5, 10, Final Grant Proposal
CHP5: Create effect theory conceptual models to guide intervention development.	Be able to write a plan for an intervention for a given targeted group and behavior	Assignment 1, 2, 4, 5, 10, Final Grant Proposal
CHP6: Develop implementation plans for public health interventions, including timelines, budgets, and resource requirements.	Be able to develop work plans, timelines, and budgets	Assignment 6,7,8, Final Grant Proposal
CHP7: Develop intervention skills and materials to use during development and/or implementation of public health interventions.	Be able to develop work plans, timelines, and budgets	Assignment 6,7,8, Final Grant Proposal
CHP 8: Understand importance of getting ongoing feedback from and engagement with targeted community and other stakeholders during intervention development and implementation.	Assignment 6,7,8, Final Grant Proposal	Assignment 6,7,8, Final Grant Proposal

<b>CHP Competency</b>	<b>Learning Objectives</b>	<b>Assessment Strategies</b>
CHP11. Understand formative, process, and outcome evaluation and how to answer questions for each type of evaluation	Be able to develop a basic evaluation plan.	Assignment 9, 10, Final Grant Proposal
CHP12: Be able to identify, critique, and develop different types of evaluation (i.e., study) designs.	Be able to write a brief grant proposal “selling” the newly developed intervention	Assignments 10, 11, Final Grant Proposal
CHP19: Develop effective grant proposals to apply for funding to support public health interventions and evaluations.	Be able to write a brief grant proposal “selling” the newly developed intervention	Assignments 10, 11, Final Grant Proposal