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Spring 2018

PUBH 7500: Public Health Planning and Evaluation

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SYLLABUS
PUBH 7500: Public Health Planning and Evaluation
Spring 2018
Session 1

Georgia Southern University – Armstrong Campus
Department of Health Sciences

A. Overview

Instructor

Nandi A. Marshall, DrPH, MPH, CHES

Assistant Professor

Department of Health Sciences

University Hall, 154H

Phone: 912-344-3307

Email: nandi.marshall@armstrong.edu (with “PUBH 7500” in Subject line)

Office Hours: Tuesdays 10:00 – 12:30 & Wednesdays 12:00pm – 2:30.

No office hours on the following days: 2/7, 3/7 & 4/4

Meeting Times: Wednesdays 5:30pm-8:15pm ; Solms 202

Course Description

Fundamentals needed to plan and evaluate public health programs including needs assessment, behavioral and educational assessment, administrative assessment, objective writing, and process, impact and outcome evaluation methods. Prerequisites: MHSA 6000 (or 7000) Foundations, PUBH 6100 (or 7110) Epidemiology, PUBH 6000 (or 7200) Biostatistics, PUBH 6150 (or 7720) Theory, and PUBH 6175 (or 8710) Research Methods.

This course will be taught in a hybrid format, which means the majority of the course will be online. However, it is required for students to be in class (on campus) on the following dates:

January 10th, XXX, XXX, September 27th, & XXX ; XXX optional technical assistance appointments.

Required Textbooks

Green, L.W., & Kreuter, M.W. (2005). *Health Program Planning: An Educational and Ecological Approach* (4th ed.). New York: McGraw-Hill. ISBN #978-0-0725-5683-4.

Issel, L.M. (2013). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health* (3rd ed.). Sudbury, MA: Jones and Bartlett Publishers. ISBN #978-1-2840-2104-2.

Additional Reading/Resources

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Additional required readings and other course resources will be posted on D2L. **Please note: Textbooks from other MPH courses, especially the prerequisite courses, may also be useful.**

Required Technology

All students must have speakers and a microphone or a headset with a microphone to use with their computers throughout the course if they plan to utilize collaborate. Related technology requirements for the course are located on this webpage:

http://www.armstrong.edu/Departments/cis_training/cis_training_technical_requirements_for_student_computers

Recommended Resources

- Armstrong State University Lane Library
<http://library.armstrong.edu/>
- Purdue Online Writing Lab
<http://owl.english.purdue.edu/owl/resource/560/01/>
- APA Style Guide
<http://www.apastyle.org/index.aspx>
- The ASU Writing Center
<http://www.write.armstrong.edu/>

Accessibility Statement

Armstrong Atlantic State University is committed to accessibility and providing reasonable accommodations for all persons with disabilities. Students enrolled in online and blended programs who need course accommodations because of a disability must contact the Office of Disability Services as soon as possible to arrange for the necessary accommodations. Students should then contact their instructors to speak confidentially about needed accommodations. Please note that students who need accommodations must be registered with Office of Disability Services before an instructor can provide accommodations.

It should be noted that this course may include website links and electronic documents to support teaching, learning, and engagement. If any of the website links or electronic documents are inaccessible to you because of a disability, contact the course instructor.

Office of Disability Services

Division of Student Affairs; Memorial College Center, Room 208

Telephone: 912-344-2572 Fax: 912-344-3068

Email: disability.services@armstrong.edu

Website: <https://www.armstrong.edu/departments/disability-services>

B. Course Objectives

Course Objectives:

At the completion of the course, the student will be able to meet specific course objectives, each of which contributes to the successful attainment of one or more MPH program competencies as illustrated in the following matrix:

<i>Course Objectives</i>	<i>MPH Core Competencies</i>					<i>MPH Additional Competencies</i>						
	BIO	ENVH	EPI	HSA	SBS	COM	AA	AM	CCD	BPHS	PDPP	LE
1. Obtain public health data about individual and community social and cultural environments.	x	x	x	x	x	x	x	x	x	x	x	x
2. Determine factors affecting behaviors that are amenable to change.	x	x	x	x	x	x	x	x	x	x	x	x
3. Determine the capacity of organizations and communities to assist in behavior change.	x	x		x	x	x	x	x	x	x	x	x
4. Devise appropriate and measurable public health program goals and objectives.	x	x	x	x	x	x	x	x	x	x	x	x
5. Design education programs consistent with specified public health program objectives.				x	x	x	x	x	x	x	x	x
6. Describe methods for involving participants in the public health program.	x			x	x	x	x	x	x	x		x
7. Develop plans to assess achievement of public health program objectives.	x			x		x	x	x	x	x	x	x
8. Select a variety of communication methods and techniques in providing public health information.	x			x	x	x		x	x	x	x	x
9. Conduct a thorough review of the literature pertaining to the specific public health issue discussed.	x		x	x	x	x	x	x	x	x	x	x
10. Apply research to public health education practice.	x	x	x	x	x	x	x	x	x	x	x	x
11. Develop a plan to manage available fiscal resources.	x			x	x	x	x	x		x	x	x
11. Utilize their knowledge and skills in a professional setting.						x						x

MPH CORE COMPETENCIES:

- **Biostatistics (BIO):** Identify and apply appropriate statistical methods to analyze and describe a public health problem.
- **Environmental Health (ENVH):** Understand the relationship between environmental factors and community health; discuss remediation for environmental problems
- **Epidemiology (EPI):** Use epidemiologic methods to analyze patterns of disease and injury; discuss application to address problems.
- **Health Services Administration (HSA):** Demonstrate the ability to apply principles of leadership, policy development, budgeting, and program management in the planning, implementation, and evaluation of health programs for individuals and populations.
- **Social and Behavioral Sciences (SBS):** Address behavioral, social, and cultural factors that impact individual and population health and health disparities over the life span.

MPH ADDITIONAL COMPETENCIES:

- **Communication (COM):** Convey public health information using a variety of approaches.
- **Analytic/Assessment (AA):** Identify and utilize public health data to assess health status of populations.
- **Administration and Management:** Describe organizational structures, functions, and authorities of local, state, and federal public health agencies.
- **Community Culture and Diversity (CCD):** Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services.
- **Basic Public Health Sciences Skills (BPHS):** Describe scientific evidence related to a public health issue, concern, or intervention.
- **Policy Development and Program Planning (PDPP):** Gather information that will inform policy decisions, and describe implications of policy options.
- **Leadership and Ethics (LE):** Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action.

Evaluation of Student Performance

<i>Assignment</i>	<i>Points</i>
Health Promotion/Education Program Proposal	
A. 6 Worksheets	60
B. Presentation I	20
B. Presentation II	50
C. Final Proposal	100
Grant Assignment	40
Discussion Boards	70
Total	340

Course Grading Scale

A = 90% -100 % (306-340)
 B = 80% - 89% (272-305)
 C = 70% - 79% (214.2-272)
 D = 60% - 69% (183.6-214.1)
 F = < 60% (<183.6)

C. Course Policies

1. Course Procedures

- **Changes in the Course Syllabus:** The instructor may make changes in the course syllabus and graded assignments as needed. Any changes to the course syllabus will be communicated to the students via email in D2L.
- **Dropping a Course:** The Friday of the 1st week is the last day for dropping a course. Students must notify the instructor if s/he drops the course. Additionally, the last day to withdraw from the course without an automatic grade of WF is Wednesday, February 28th.
- **Attendance and Participation:** All students are expected to attend class and to participate (online and on campus) in all class-related activities and assignments. Engaging other students will benefit the overall course experience and deepen understanding of the course material. Students may discuss course assignments and provide assistance to one another; however, all individual assignments must be the original work of each student.
- **Assignment Deadlines:** All students are expected to turn in/post all assignments on time. Assignments not turned in, or posted, by the assignment deadline will receive a grade of zero. Extensions for assignment completion are granted only in cases of emergency when verified by written documentation, at the discretion of the instructor.
- **APA Formatting & Citations:** All submitted papers must be double-spaced, Times New Roman, 12-point font and include proper APA citations. The grade for each assignment will include an assessment of grammar, mechanics and proper use of APA formatting and citations. Grades for activities and assignments will be posted with 7 to 10 days in D2L. However, some grading may take longer than 7 to 10 days depending upon the assignment.

2. Course Communication

What you can expect from me:

1. If you send me an email, I will reply within 48 hours on a weekday and within 72 hours on the weekend unless I have given prior notice that I am traveling or may be otherwise unable to reply quickly. If you have not heard back from me as expected within the 48 or 72 hour timeframe, please send your email again as it's possible that something went awry in the delivery. Please note the weekend begins on Friday at 5:00pm ET and ends Monday at 9am ET.
2. I will send course-related emails to your D2L email account.
3. In case of emergency, I will send emails to your D2L and Armstrong email accounts.
4. As your instructor, I have created two general discussion areas in D2L. Feel free to use these areas during the semester to ask general questions to your instructor or to discuss

emerging themes with your classmates. Students are not required to post in this area; however, they are there as additional support. Please note, this is NOT referring to your assigned discussion board postings.

5. If you need schedule an appointment to meet virtually with the professor, please send an email requesting an appointment with your availability. On campus office hours are first come first serve. Appointments aren't required, but are encouraged.

What I expect from you:

1. You will check your D2L and Armstrong email or the email account to which you have your Armstrong email forwarded on a regular basis.
2. When I send you an email and request a reply, you will reply in a timely manner.
3. You will read the course syllabus closely and monitor your own progress toward assignments and due dates using whatever calendar or time management system you prefer.
4. You will respectfully communicate with your classmates and instructor throughout the semester in a timely manner.
5. You will dress in business casual or business attire for all presentations (see PowerPoint in Proposal Presentation folder – Week 15).

3. Policies of the Health Sciences Department

*Note: As of January 1, 2018, Armstrong State University has officially merged with Georgia Southern University; however, the final curricular transition will be effective as of Fall Semester 2018. Therefore, administrative details for this course primarily reflect historical policies of Armstrong's Health Sciences Department.

E-mail Policy

The Health Sciences Department often communicates with its students via e-mail about policies, program changes, events, educational opportunities, and advisement, and other important issues. Because of privacy concerns and regulations, all e-mails will be sent to your official ARMSTRONG STATE UNIVERSITY e-mail address. It is imperative, and your responsibility, to check and maintain this account.

If you correspond with the Health Sciences Department or any of its faculty and staff using an e-mail account other than your assigned ASU account, the Department and its faculty are under no obligation to respond and accept no responsibility for information sent therein.

Behavioral Standards

In addition to the academic requirements for your degree program, there are core performance standards required for its completion. These standards are deemed necessary for success in academic programs and employment in the degree fields:

1. It is essential the student behave in a professional manner. The student must not, in any fashion, cause distraction to the department, faculty, fellow students, or clients. Furthermore, the student must have the ability to: behave in an ethical manner; demonstrate good judgment, maturity (profanity in professional or academic settings will not be tolerated), sensitivity, and emotional stability; and establish effective harmonious relationships with faculty, fellow students, and clients.
2. It is essential that the student have the sensitivity, interpersonal, and professional skills sufficient to interact with individuals, families, and groups. Students will be evaluated using tools such as classroom performance and experiential evaluations, utilized by faculty and site supervisors, on the basis of their ability to appropriately adapt their manner of interaction with clients from a variety of social, emotional, cultural, and intellectual backgrounds.
3. It is essential that the student have communication abilities sufficient for interaction with others in verbal and written form. Students must be able to appropriately adjust presentation/communication styles to a level that is compatible with the communication abilities of the client(s).

Policy on Distractions

Distractions of any kind negatively affect the fellow students and the professor, impeding the learning process. Any distraction will be viewed a significant disruption of the class, and ***the student will be asked to leave the classroom immediately***. Distractions may include:

- Students using the text or voice functions on a cell phone;
- A beeper, cell phone, or any other noise-making device ringing or vibrating;
- Students leaving the classroom repeatedly, or leaving the classroom to make or answer a phone call or text message;
- Students having private conversations in the classroom; and
- Students doing any other work than that which is related to the material being presented in class at that time.
- Students behaving in a manner that substantially interferes with the ability of students and faculty to teach and learn.

Particular attention should be given to cell phones as they are especially distracting. The professor has the right to count the student as absent when the student violates the distraction policy.

Code of Student Integrity Policy

This policy applies to all students enrolled in a course taught by Health Sciences faculty.

Students who are found to have violated the Department of Health Science's Behavioral Standards, Policy on Distractions or ASU's Code of Student Integrity (by plagiarism, cheating, fabrication, or facilitation academic dishonesty, including coursework copyright infringement) will be immediately referred to the Armstrong Office of Student Integrity for adjudication. It is the student's responsibility to know and understand what constitutes cheating, plagiarism, fabrication, etc.

Specific information on the Code of Student Integrity can be found at:

<https://www.armstrong.edu/administration/student-affairs-student-integrity>

Information about HB 280 (better known as Campus Carry) can be found at <http://www.usg.edu/hb280>. Individuals must check with the Registrar's Office to verify that the space where they wish to carry meets the requirements of the legislation.

D. Course Outline (subject to revision as needed)

Weeks & Foci	Assignments & Activities	Readings
Week 1: Monday, January 8 th – Sunday, January 14 th Focus: Syllabus & Course Review, Introductions	<u>In Class</u> Wednesday, January 10 th at 5:30pm (Solms 202) Icebreaker, View Guerilla Gardner, & Partner/Brainstorming Activity	
Week 2: Monday, January 15 th – Sunday, January 21 st Focus: Step 1: Social Assessment	<u>In Class</u> Wednesday, January 17 th at 5:30pm (Solms 202) Introduction to PRECEDE-PROCEED Worksheet 1 assignment must be submitted online in the associated “Assignment” box by Sunday, January 21 st by 11:59pm ET.	Green: Ch 1,2 Issel: Ch 1-5
Week 3: Monday, January 22 nd – Sunday, January 28 th Focus: Grant Application Process & Resources and PRECEDE- PROCEED Article Review	Online Proposal Writing Webinar, NIH Grant Review Video, Grant Resources (Grant Assignment Due Sunday, April 15 th by 11:59pm ET) Begin working on Grant Assignment. Week 3: Discussion Board 1 period ends on Sunday, January 28 th at 11:59pm ET. Initial response must be posted by Wednesday, January 24 th at 11:59pm ET.	PRECEDE- PROCEED Articles: Example 1
Week 4: Monday, January 29 th – Sunday, February 4 th Focus: Step 2: Epidemiological, Behavioral, and Environmental Assessment	Online Worksheet 2 assignment must be submitted online in the associated “Assignment” box by Sunday, February 4 th by 11:59pm ET.	Green: Ch 3 Issel: Ch 6
Week 5: Monday, February 5 th – Sunday, February 11 th Focus: PRECEDE-PROCEED Article Review	Online Week 5: Discussion Board 2 period ends on Sunday, Sunday, February 11 th at 11:59pm ET. Initial response must be posted by Wednesday, February 7 th at 11:59pm ET.	PRECEDE- PROCEED Articles: Example 2

Week 6: Monday, February 12 th – Sunday, February 18 th Focus: Step 3: Educational and Ecological Assessment &	<u>Online</u> Worksheet 3 assignment must be submitted online in the associated “Assignment” box by Sunday, February 18 th by 11:59pm ET.	Green: Ch 4-5 Issel: Ch 7-8
Week 7: Monday, February 19 th – Sunday, February 25 th Focus: PRECEDE-PROCEED Article Review	<u>In Class</u> Presentation I Wednesday, February 21 st 5:30pm (Solms 202) Week 7: Discussion Board 3 period ends on Sunday, February 25 th at 11:59pm ET. Initial response must be posted by Wednesday, February 21 st at 11:59pm ET.	PRECEDE- PROCEED Articles: Example 3
Week 8: Monday, February 26 th – Sunday, March 4 th Focus: Step 4: Administrative and Policy Assessment	<u>Online</u> Worksheet 4 assignment must be submitted online in the associated “Assignment” box by Sunday, March 4 th by 11:59pm ET.	Issel: Ch 9, 10, 11
Week 9: Monday, March 5 th – Sunday, March 11 th Focus: PRECEDE-PROCEED Article Review	<u>Online</u> Week 9: Discussion Board 4 period ends on Sunday, March 11 th at 11:59pm ET. Initial response must be posted by Wednesday, October March 7 th at 11:59pm ET.	PRECEDE- PROCEED Articles: Example 4
Week 10: Monday, March 12 th – Sunday, March 18 th Focus: Step 5: Process Evaluation	<u>In Class</u> Wednesday, March 14 th at 5:30pm (Solms 202) Worksheet 5 assignment must be submitted online in the associated “Assignment” box by Sunday, March 18 th by 11:59pm ET.	Issel: Ch 12, 13, 14
Week 11: Monday, March 19 th – Sunday, March 25 th Focus: PRECEDE-PROCEED Article Review	<u>Online</u> Week 11: Discussion Board 5 period ends on Sunday, March 25 th at 11:59pm ET. Initial response must be posted by Wednesday, March 21 st at 11:59pm ET.	PRECEDE- PROCEED Article: Example 5

Week 12: Monday, March 26 th – Sunday, April 1 st Focus: PRECEDE-PROCEED Article Review and	Online Week 12: Discussion Board 6 period ends on Sunday, April 1 st at 11:59pm ET. Initial response must be posted by Wednesday, March 28 th 11:59pm ET.	PRECEDE- PROCEED Article: Example 6
Week 13: Monday, April 2 nd – Sunday, April 8 th Focus: Step 6: Impact and Outcome Evaluation	Online Worksheet 6 assignment must be submitted online in the associated “Assignment” box by Sunday, April 8 th by 11:59pm ET. Request Technical Assistance Appointment Request a technical assistance appointment with Dr. Marshall, via email, by Friday, April 6th at 11:59pm ET.	Green: Ch 6-9 Issel: 15-17
Week 14: Monday, April 9 th – Sunday, April 15 th Focus: PRECEDE-PROCEED Article Review	Online/Phone/ In Person: One-on-One Technical Assistance Sessions Wednesday, April 11 th – Friday, April 13 th Grant Assignment must be submitted online in the associated “Assignment” box Sunday, April 15 th by 11:59pm ET. Week 14: Discussion Board 7 period ends on Sunday, April 15 th at 11:59pm ET. Initial response must be posted by Wednesday, April 11 th at 11:59pm ET.	PRECEDE- PROCEED Article: Example 7
Week 15: Monday, April 16 th – Sunday, April 22 nd	Online Work on paper and presentation	
Week 16: Monday, April 23 rd – Friday, April 27 th Focus: Final Presentations	<u>In Class</u> Final Presentation: Presentation II Wednesday, April 25 th at 5:30pm (Solms 202)	

F. Description of Student Evaluations

Assignments & Activities	Due Date	Value
6 Worksheets	Worksheet 1: January 21 st by 11:59pm ET Worksheet 2: February 4 th by 11:59pm ET Worksheet 3: February 18 th by 11:59pm ET Worksheet 4: March 4 th by 11:59pm ET Worksheet 5: March 18 th by 11:59pm ET Worksheet 6: April 8 th by 11:59pm ET	60
Discussion Boards	Discussion (Weeks 3, 5, 7, 9, 11, 12, 14) period ends at 11:59pm ET on the corresponding Sunday. Initial posts must be posted by Wednesday at 11:59pm ET of the corresponding week.	70
Grant Assignment	This assignment must be submitted by Sunday, April 15th by 11:59pm ET.	40
Presentation I	Wednesday, February 21st at 5:30pm ET.	20
Final Proposal	Students must submit an electronic copy in addition to submitting a hard copy by Wednesday, April 25th at 5:30pm ET.	100
Presentation II: Final Presentation	Wednesday, April 25th at 5:30pm ET	50
Grading Scale:	A = 90% -100 % (306-340) B = 80% - 89% (272-305) C = 70% - 79% (214.2-272) D = 60% - 69% (183.6-214.1) F = < 60% (<183.6)	

Health Promotion Program Proposal (Partner Assignments)

The primary course project is the development of a Health Promotion Program Proposal using PRECEDE/PROCEED as a guide. The project will be completed individually. The purposes of this project are to facilitate: (1) learning of PRECEDE/PROCEED as a health promotion and education planning model; (2) learning the process of program proposal development; (3) development of grant writing skills; and (4) presenting a program proposal. The Final Proposal will function as a comprehensive capstone assessment for the Master of Public Health degree because it requires the application of a full complement of core public health skills. Thus, students should treat this assignment as a comprehensive exam, and must pass this course in order to complete the program. Students will have a base budget of \$100,000. If their budget exceeds this amount, students must note where the additional funds will come from (eg. Specific grants, donations, etc). For each assignments, students partner groups will submit one document per group.

The Health Promotion Program Proposal assignment has three major components:

- **Worksheets (60 points)** - Throughout the semester, students will complete 6 worksheets to

help practice specific skills learned in the PRECEDE/PROCEED model. The worksheets will be posted in Resource Folders in Desire2Learn (D2L). The primary purpose of these worksheets is to give students the opportunity to practice proposal development skills and receive constructive feedback. Grades for the worksheets are based on effort, not accuracy; therefore, students should feel free to use these worksheets as practice sessions and are encouraged to be **creative**. As you are completing your worksheets, include as much detail as possible and be sure to answer every question. Each worksheet will be submitted electronically as a *single* Word file on D2L via the appropriate assignment box, and must be typed, with 12-point font, double-spacing, 1-inch margins and include APA style citations and references when necessary. Refer to course syllabus for due dates.

- **Presentation I (20 points)**
Each student will conduct a 5-7 minute presentation introducing their topic. Student should include the following information to be considered for full credit: Program Focus/Health Issue; Interest Population (Size, Ethnicity, Age and Geographic Location); Program Goal; Program Objective; Social and Behavioral Determinants Associated with Health Topic; and any feedback you are requested from the class.
- **Final Proposal (100 points)** - Building upon class activities and feedback on Worksheets, students will develop a comprehensive and succinct final program proposal document. The Final Proposal should be polished, professional, and complete, as if it were being submitted for a grant application. Comprehensive instructions, as well as the grading rubric, will be posted in D2L as a Resource File in the corresponding week's folder. The Final Proposal will be submitted as a hard copy AND electronically as a *single* Word file on D2L via the appropriate assignment box. Refer to course syllabus for due date.
- **Presentation II: Final Presentation (50 points)** - Each student will conduct a formal class presentation (10 minutes maximum) of their program proposal, utilizing PowerPoint or Prezi. The purpose of this assignment is to share program proposals with class members and MPH faculty for discussion and feedback. Comprehensive instructions, as well as the grading rubric, will be posted in D2L as Resource Files in the corresponding week's folder. Presentations should cover the main points of the proposal, with a maximum of 10 slides. The presentation will be submitted electronically as a *single* PowerPoint file on D2L via the appropriate assignment box. Refer to course syllabus for due date.

Grant Assignment (Individual Assignment – 40 points)

Students will complete the grant assignment in three parts. The three parts consist of an introduction to proposal writing e-course, an NIH Webinar on the grant review process & reaction paper, and identifying 2 resources that provide grant writing technical assistance. Comprehensive instructions, including the links for the webinars, are posted on D2L under week 3. This assignment must be submitted D2L via the appropriate assignment box. Refer to course syllabus for due date.

Discussion Boards (Individual Assignment – 70 Points)

Discussion period ends Sunday nights (11:59 pm) for grading purposes, although you may feel free to continue a conversation if it is useful to you. No makeups or late participation counted.

Posts are considered late if the initial post isn't posted by **Wednesdays at 11:59 pm ET** **AND** the replies aren't posted by **Sundays at 11:59 pm ET**.

Students are expected to be an active participant in each week's discussion. You have a full week to participate, so there should be no reason for you to not be able to do so. Please think of these posts not as busy work, but rather as an opportunity to explore and build on the readings, thereby learning in the process. The ability to articulate one's thoughts discursively with others is valued in the workplace. You get to practice here.

Participation is a matter of not only quantity of posts (having a presence), but also quality of posts. What constitutes high quality participation in an online discussion? For this class I'll be looking for posts that:

- ***Are substantive in content.*** While it's nice give brief feedback like "thanks" and "good idea" to your classmates and such messages are not discouraged, they do not count toward your graded contributions. On the flip side, you're not expected to write mini-essays or monologues. In fact, those tend to cut down on dialogue. You're just expected to back up your examples and opinions with sufficient evidence that your reader will believe in what you say.
- ***Are thoughtful and well composed.*** And spelling and grammar both count.
- ***Are responsive either to the initial question or to someone's reply.*** Each week you should be engaged in dialogue with others, not just replying to the initial discussion question. Indeed, it can get mighty redundant in some instances if everyone replies to the initial prompt and no one replies to each other.
- ***Extend the conversation in meaningful ways.*** Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. And questions are just as meaningful and valuable as posts that offer up one's knowledge!
- ***Provide evidence.*** How can you support the things that you're saying? Refer directly to the readings, share other sources (e.g., web sites) with us, and/or provide your own detailed examples. However you do it, back up what you say.

It should go without saying, but I'll say it anyway, that while differences of opinion are fine, treating each other with respect is expected at all times.

For online discussion boards, students are to **read the associated PRECEDE-PROCEED article** (supplemental resources folder in the section labeled "Content" on D2L) and post their **initial responses** by the **Wednesday of that week at 11:59pm ET** using the following guidelines:

- a. Post **3** facts or concepts that you found most interesting from the text, specifically related to the weekly objectives and explain why you found them interesting

Post **2** concepts or theories that you will apply in your profession and how you plan to apply them

Pose **2 (or more)** question(s) relating to a topic, concept, strategy, etc. from your reading. The student questions should be thought provoking to encourage discussion. Yes/No questions are not appropriate for this assignment.

- b. Students must then reply to at least **three** other students by the **Sunday** of that week at **11:59pm EST**.

As you prepare to post in the discussion areas, keep in mind that your classmates are depending on you to post so that they can respond in a timely manner.

Further, **you are expected to discuss on multiple occasions per week**. In other words, don't jump on the discussion board on Sunday night at 10 pm, write four posts, and expect full points. For that matter, you won't get full points for writing all of your posts during 2 hours on Wednesday. Dialogue requires exchange between people. Return to the discussion, see if anyone has responded to you, and further the conversation. Please note that you are not required to respond to every thread. You may concentrate on only one thread, if you like.

In brief, to be considered for full credit each week, students will need to:

- Post on multiple occasions (different days/times) during the week
- Write at least 4 posts
- Write high quality, insightful, and substantive posts
- Be responsive to others in your posts
- Reply to people who have replied to you (carry on the conversation)

Additionally, there is a rubric included in the syllabus outlining how students will be evaluated based on the discussion boards.

F. Final Course Evaluation (SmartEval)

All students enrolled are asked to complete SmartEvals (Faculty and Course Evaluation) at the end of the term. Each semester, I use the feedback to improve the course and look forward to hearing about student experiences. Towards the end of the term, the University will email all students with instructions to complete faculty and course evaluations. If you have any problems accessing the evaluation, please contact the Helpdesk at 912-344-2518 for assistance. The

"Online Course Evaluation" is equivalent to the evaluations that were previously handed out in the classroom at the end of each semester.

G. Tips for Success in the Course

In order to maximize your experience for this course, the following recommendations are offered:

- Read the syllabus and become familiar with course requirements and policies.
- Come to class prepared.
- Do not wait until the last minute to complete assignments.
- Adhere to assignment due dates.
- Manage your time well!

Grading Rubric: Worksheets 1-6

Criteria	Unsatisfactory	Satisfactory	Exemplary
Content (70%)	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Student is missing pertinent information in response.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.
Grammar and Mechanics (10%)	Grammatical, spelling and punctuation errors substantially detract from the post.	Grammatical, spelling and punctuation errors are rare and do not detract from the post.	Worksheet is free of grammatical, spelling and punctuation errors.
Proper Use of APA Citations (In text and Reference List) (10%)	Errors in APA style detract significantly from the worksheet. This include in text citations and references list.	Rare Errors in APA style that do not detract from the worksheet. This includes in text citations and the reference list.	No errors in APA style. This includes in text citations and the reference list.
Format (10%)	Student did not adhere to formatting requirements as listed in the syllabus.	Rare errors in formatting requirements.	Worksheet meets all formatting requirements as outlined in the syllabus.

Content Criteria adapted from <http://home.snu.edu/~hculbert/criteria.pdf>

***Please note:**

- 1) If a student does not answer one of the questions on the worksheet, points will automatically be deducted
- 2) As noted in the syllabus, late assignments will be accepted for up to 48 hours. However, all late assignments will be deducted by 10% unless prior approval was received from the instructor.

Discussion Board Rubric PUBH 7500

Criteria	Unsatisfactory .5 pts	Satisfactory 1.5 pts	Exemplary 2 pts
Completeness of Thought	Content of the posts are not complete and do not add to the value of the discussion board.	Posts are somewhat complete in content and thought. Posts may or may not extend the conversation in meaningful ways.	Posts are substantive in content, complete thoughts, and extend the conversation in meaningful ways.
Number of Posts (includes initial & replies to classmates)	<Three posts listed	Three posts listed	Four or more posts listed
Grammar and Mechanics	Grammatical, spelling and punctuation errors substantially detract from the post.	Grammatical, spelling and punctuation errors are rare and do not detract from the post.	The post is free of grammatical, spelling and punctuation errors.
Proper Use of APA Citations (In text and Reference List)	Errors in APA style detract significantly from the post. This include in text citations and references list.	Rare Errors in APA style that do not detract from the post. This includes in text citations and the reference list.	No errors in APA style. This includes in text citations and the reference list.
Engagement Level	Student did not engage with students who replied to their post.		Student replied to students who posted on their initial post.

*Please note:

- 1) If a student does not post their initial response by Wednesday at 11:59pm ET, they will automatically receive a zero for that week's discussion.
- 2) No makeups or late participation counted.

**PUBH 7500 Public Health Planning & Evaluation
Final Proposal Grading Rubric**

Student:

Points awarded include review of grammar	Points Awarded	Possible Points
I. Covers <ul style="list-style-type: none"> ➤ Title page ➤ Table of contents 		5
II. Problem Statement <ul style="list-style-type: none"> ➤ Health problem ➤ Background ➤ Target population 		15
<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Exemplary</i>
Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Student is missing pertinent information in response. (5)	Content indicates thinking and reasoning applied with original thought on a few ideas. (10)	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic. (15)
III. Goals and Objectives <ul style="list-style-type: none"> ➤ Program goal and objective ➤ Behavioral and PRE objectives ➤ Environmental objectives ➤ Theory Driven 		20
<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Exemplary</i>
Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Student is missing pertinent information in response. Missing more than two objectives and/or theory isn't referred to in the theory section. (10)	Content indicates thinking and reasoning applied with original thought on a few ideas. Missing one or two objectives and/or theory alignment isn't clear. (15)	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic. Program goal and all associated objectives are included. Objective alignment with theory is clear. (20)
IV. Program Description <ul style="list-style-type: none"> ➤ Program activities ➤ Logistics ➤ Timeline 		20
<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Exemplary</i>
Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Student is missing pertinent information in response. Most of the details of the program are missing. Author was vague. (10)	Content indicates thinking and reasoning applied with original thought on a few ideas. Author didn't provide details on all parts of	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the

	their program, but provided some. (15)	topic. Author provided ample details describing every aspect of the program. (20)
V. Evaluation Plan ➤ Process evaluation ➤ Impact and outcome evaluation ➤ Dissemination		20
<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Exemplary</i>
Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Student is missing pertinent information in response. Did not cover one of the evaluation areas and/or didn't provide a dissemination plan. (10)	Content indicates thinking and reasoning applied with original thought on a few ideas. The evaluation plan and/or dissemination plan were incomplete and missing details. (15)	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic. Thoroughly covered all three evaluations and provided a feasible dissemination plan. (20)
VI. Budget and Organizational Capacity ➤ Current resources and capacity ➤ Needed resources and budget ➤ Justification		10
<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Exemplary</i>
Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Student is missing pertinent information in response. Budget and/or budget justification were not included. (3)	Content indicates thinking and reasoning applied with original thought on a few ideas. Justification was not provided for all of items, but the budget was included OR didn't align with the presented program. (5)	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic. Budget and budget justification were included and represented what was outlined in the program.(10)
VII. Attachments ➤ References ➤ PRECEDE-PROCEED Diagram ➤ Other supporting documents		5
VIII. Compliance with Assignment Instructions		5
Sub-SCORE		100
Grammar & Mechanics		
Proper Use of APA Citations		
TOTAL SCORE		100

Comments:

PUBH 7500 Public Health Planning & Evaluation Final Presentation Grading Rubric

Student Presenter: _____ Date: _____

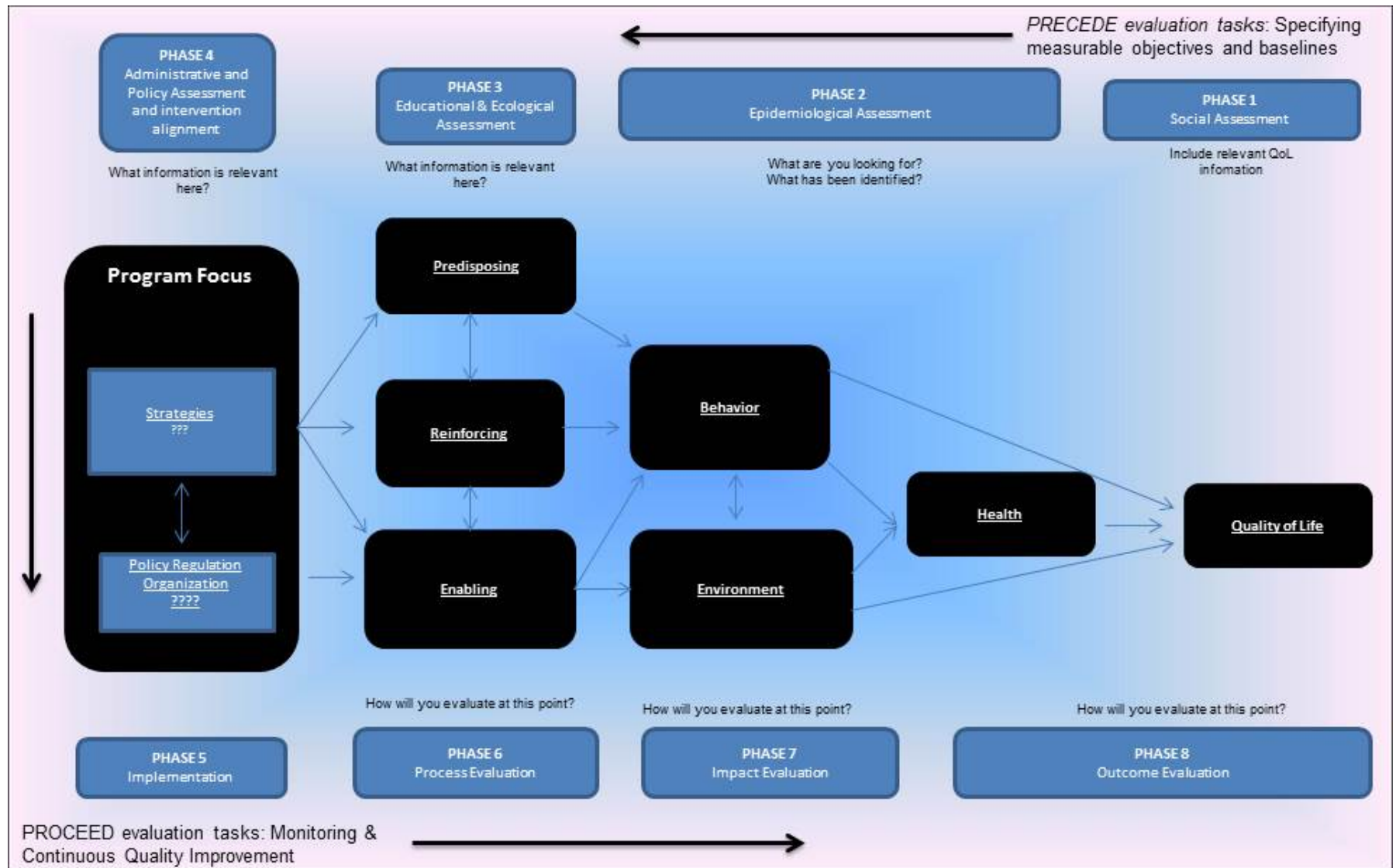
Presentation Title: _____

MPH Faculty Evaluator: _____

Score	1 (Poor)	2 (Fair)	3 (Satisfactory)	4 (Good)	5 (Excellent)
Content Coverage <ul style="list-style-type: none"> • Background and Introduction • Goals and Objectives • Program Design • Evaluation Plan • Budget and Resources 					
Application of Public Health Core Competencies <ul style="list-style-type: none"> • Integration of public health knowledge and skills from MPH core courses 					
Presentation Format & Delivery <ul style="list-style-type: none"> • Concise • Clear • Well-prepared • Used slides as foundation for speaking points (vs. verbatim reading) 					
Class Discussion					
Overall Compliance with Instructions <ul style="list-style-type: none"> • Time: 10 minutes maximum • Slides: 10 slides maximum • Completed PRECEDE-PROCEED Handout 					

Score: _____

Comments:



*Electronic version is uploaded on D2L in the Resource File

