

Georgia Southern University

## Digital Commons@Georgia Southern

---

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

---

Fall 8-1-2018

### GEPH 7500 – Public Health Planning and Evaluation

Nandi A. Marshall

Georgia Southern University, Jiann-Ping Hsu College of Public Health, [nmarshall@georgiasouthern.edu](mailto:nmarshall@georgiasouthern.edu)

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>

 Part of the [Public Health Commons](#)

---

#### Recommended Citation

Marshall, Nandi A., "GEPH 7500 – Public Health Planning and Evaluation" (2018). *Public Health Syllabi*. 331.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/331>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

GEPH 7500 – Public Health Planning and Evaluation  
Fall 2018

<b><u>Instructor:</u></b>	<b>Nandi A. Marshall, DrPH, MPH, CHES</b>
<b><u>Office:</u></b>	Hendricks Hall 1031(S); Solms 109A (A)
<b><u>Phone:</u></b>	(912) 344-3307
<b><u>E-Mail Address:</u></b>	<a href="mailto:nmarshall@georgiasouthern.edu">nmarshall@georgiasouthern.edu</a>
<b><u>Office Hours:</u></b>	Tuesday 3-4:30pm (S); Wednesday 12-2pm & Thursday 10-12pm (A)
<b><u>Class Meets:</u></b>	Wednesdays 5:00pm – 7:45pm Solms 203
	**S – Statesboro Campus; A – Armstrong Campus**

Course Catalog available at:  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**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.

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>

*Access to course materials are available for up to one year after graduation.*

**Catalog 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.

**Required Textbook:**

Green, L.W., & Kreuter, M.W. (2005). *Health Program Planning: An Educational and Ecological Approach* (4<sup>th</sup> 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* (3<sup>rd</sup> ed.). Sudbury, MA: Jones and Bartlett Publishers. ISBN #978-1-2840-2104-2.

**Required Resource:**

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

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

### **MPH Core Student Learning Outcomes**

To be reviewed/ revised during faculty retreat

### **CEPH Concentration Competencies**

To be suggested/ written during faculty retreat

### **CEPH MPH Competencies**

#### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

#### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

#### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

#### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

15. Evaluate policies for their impact on public health and health equity

### **Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

### **Communication**

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

### **Interprofessional Practice**

21. Perform effectively on interprofessional teams

### **Systems Thinking**

22. Apply systems thinking tools to a public health issue

### **Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)**

1. Obtain public health data about individual and community social and cultural environments.

2. Determine factors affecting behaviors that are amenable to change.

3. Determine the capacity of organizations and communities to assist in behavior change.

4. Devise appropriate and measurable public health program goals and objectives.

5. Design education programs consistent with specified public health program objectives.

6. Describe methods for involving participants in the public health program.

7. Develop plans to assess achievement of public health program objectives.

8. Select a variety of communication methods and techniques in providing public health information.

9. Conduct a thorough review of the literature pertaining to the specific public health issue discussed.

10. Apply research to public health education practice.

11. Develop a plan to manage available fiscal resources.

11. Utilize their knowledge and skills in a professional setting.

### **Assessment of Student Learning**

*Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.*

### **Overview of the content to be covered the semester:**

Date	Topic(s)	Readings	Assessment
<b>Week 1:</b> 8/13/2018 – 8/19/2018	<b>In Class: 8/15/2018</b> at 5:00pm (Solms 203)  Icebreaker, View Guerilla Gardner, & Partner/Brainstorming Activity Syllabus, Course Review & Introductions	Use “Notes that Stick” when completing the readings.	
<b>Week 2:</b> 8/20/2018 – 8/26/2018	<b>In Class: 8/22/2018</b> at 5:00pm (Solms 203)  <b>Focus:</b> Step 1: Social Assessment  Introduction to PRECEDE-PROCEED  <b>Worksheet 1</b> assignment must be submitted online in the associated “Assignment” box by Sunday, August 26 <sup>th</sup> by 11:59pm ET.	Green: Ch 1,2 Issel: Ch 1-5	Individual Assessment: Students will work through step 1 (social assessment) of the precede-proceed model in preparation for their final capstone project.
<b>Week 3:</b> 8/27/2018 – 9/2/2018	<b>Online</b>  <b>Focus:</b> Grant Application Process & Resources and PRECEDE-PROCEED Article Review  <b>Proposal Writing Webinar, NIH Grant Review Video, Grant Resources</b> (Grant Assignment Due Sunday, November 18 <sup>th</sup> by 11:59pm ET)  Begin working on Grant Assignment.  <b>Week 3: Discussion Board 1</b> period ends on Sunday, September 2 <sup>nd</sup> at 11:59pm ET. Initial response must be posted by Wednesday, August 29 <sup>th</sup> at 11:59pm ET.	PRECEDE-PROCEED Articles:  Example 1	Individual Assessment: Students will review an article focused on planning and evaluation and discuss the methods with their peers.
<b>Week 4:</b> 9/3/2018 – 9/9/2018	<b>Online</b>  <b>Focus:</b> Step 2: Epidemiological, Behavioral, and Environmental Assessment  <b>Worksheet 2</b> assignment must be submitted online in the associated “Assignment” box by Sunday, September 9 <sup>th</sup> by 11:59pm ET.	Green: Ch 3 Issel: Ch 6	Individual Assessment: Students will work through step 2 (Epidemiological, Behavioral, and Environmental Assessment) of the precede-proceed model in preparation for their final capstone project.

<p><b>Week 5:</b> 9/10/2018 – 9/16/2018</p>	<p><b>Online</b></p> <p><b>Focus:</b> PRECEDE-PROCEED Article Review</p> <p><b>Week 5: Discussion Board 2</b> period ends on Sunday, Sunday, September 16<sup>th</sup> at 11:59pm ET. Initial response must be posted by Wednesday, September 12<sup>th</sup> at 11:59pm ET.</p>	<p>PRECEDE-PROCEED Articles:</p> <p>Example 2</p>	<p>Individual Assessment: Students will review an article focused on planning and evaluation and discuss the methods with their peers.</p>
<p><b>Week 6:</b> 9/17/2018 – 9/23/2018</p>	<p><b>Online</b></p> <p><b>Focus:</b> Step 3: Educational and Ecological Assessment</p> <p><b>Worksheet 3</b> assignment must be submitted online in the associated “Assignment” box by Sunday, September 23<sup>rd</sup> by 11:59pm ET.</p>	<p>Green: Ch 4-5 Issel: Ch 7-8</p>	<p>Individual Assessment: Students will work through step 3 (Educational and Ecological Assessment) of the precede-proceed model in preparation for their final capstone project.</p>
<p><b>Week 7:</b> 9/24/2018 – 9/30/2018</p>	<p><b>In Class: 9/26/2018</b> at 5:00pm (Solms 203)</p> <p><b>Focus:</b> PRECEDE-PROCEED Article Review</p> <p><b>Presentation I</b></p> <p><b>Week 7: Discussion Board 3</b> period ends on Sunday, September 30<sup>th</sup> at 11:59pm ET. Initial response must be posted by Wednesday, September 26<sup>th</sup> at 11:59pm ET.</p>	<p>PRECEDE-PROCEED Articles:</p> <p>Example 3</p>	<p>Individual Assessment: Students will review an article focused on planning and evaluation and discuss the methods with their peers.</p> <p>Individual Assessment: Students will introduce their proposal topic and receive/provide feedback.</p>
<p><b>Week 8:</b> 10/1/2018 – 10/7/2018</p>	<p><b>Online</b></p> <p><b>Focus:</b> Step 4: Administrative and Policy Assessment</p> <p><b>Worksheet 4</b> assignment must be submitted online in the associated “Assignment” box by Sunday, October 7<sup>th</sup> by 11:59pm ET.</p>	<p>Issel: Ch 9, 10, 11</p>	<p>Individual Assessment: Students will work through step 4 (Administrative and Policy Assessment) of the precede-proceed model in preparation for their final capstone project.</p>
<p><b>Week 9:</b> 10/8/2018 – 10/14/2018</p>	<p><b>Online</b></p> <p><b>Focus:</b></p>	<p>PRECEDE-PROCEED Articles:</p>	<p>Individual Assessment: Students will review an article</p>

	<p>PRECEDE-PROCEED Article Review</p> <p><b>Week 9: Discussion Board 4</b> period ends on Sunday, October 14<sup>th</sup> at 11:59pm ET. Initial response must be posted by Wednesday, October 10<sup>th</sup> at 11:59pm ET.</p>	Example 4	focused on planning and evaluation and discuss the methods with their peers.
<p><b>Week 10:</b> 10/15/2018 – 10/21/2018</p>	<p><b>Online</b></p> <p><b>Focus:</b> Step 5: Process Evaluation</p> <p><b>Worksheet 5</b> assignment must be submitted online in the associated “Assignment” box by Sunday, October 21<sup>st</sup> by 11:59pm ET.</p>	Issel: Ch 12, 13, 14	Individual Assessment: Students will work through step 5 (Process Evaluation) of the precede-proceed model in preparation for their final capstone project.
<p><b>Week 11:</b> 10/22/2018 – 10/28/2018</p>	<p><b><u>In Class: 10/24/2018</u></b> Wednesday at 5:00pm (Solms 203)</p> <p><b>Focus:</b> PRECEDE-PROCEED Article Review</p> <p><b>Week 11: Discussion Board 5</b> period ends on Sunday, October 28<sup>th</sup> at 11:59pm ET. Initial response must be posted by Wednesday, October 24<sup>th</sup> at 11:59pm ET.</p>	<p>PRECEDE-PROCEED Article:</p> <p>Example 5</p>	Individual Assessment: Students will review an article focused on planning and evaluation and discuss the methods with their peers.
<p><b>Week 12:</b> 10/29/2018 – 11/4/2018</p>	<p><b>Online</b></p> <p><b>Focus:</b> Step 6: Impact and Outcome Evaluation</p> <p><b>Worksheet 6</b> assignment must be submitted online in the associated “Assignment” box by Sunday, April 8<sup>th</sup> by 11:59pm ET.</p> <p><b>Request Technical Assistance Appointment</b> Request a technical assistance appointment with Dr. Marshall, via email, by <b>Friday, November 2<sup>nd</sup> at 11:59pm ET.</b></p>	Green: Ch 6-9 Issel: 15-17	Individual Assessment: Students will work through step 6 (Impact and Outcome Assessment) of the precede-proceed model in preparation for their final capstone project.
<p><b>Week 13:</b> 11/5/2018 – 11/11/2018</p>	<p><b><u>In Class/WebEX: 11/07/2018</u></b> at 5:00pm (Solms 203)</p> <p><b>One-on-One Technical Assistance Sessions</b> Wednesday, November 7<sup>th</sup> &amp; Thursday, November 8<sup>th</sup></p>		Individual Assessment: Students will submit an assignment evaluating their understanding of the grant process, including the basic

	<b>Grant Assignment</b> must be submitted online in the associated "Assignment" box Sunday, November 11 <sup>th</sup> by 11:59pm ET.		components of grant writing.
<b>Week 14:</b> 11/12/2018 – 11/18/2018	<b>Online</b>  <b>Week 14: Discussion Board 6</b> period ends on Sunday, April 1 <sup>st</sup> at 11:59pm ET. Initial response must be posted by Wednesday, March 28 <sup>th</sup> 11:59pm ET.  <b>Focus:</b> PRECEDE-PROCEED Article Review  American Public Health Association Meeting & Exposition (San Diego, CA)	PRECEDE-PROCEED Article:  Example 6	Individual Assessment: Students will review an article focused on planning and evaluation and discuss the methods with their peers.
<b>Week 15:</b> 11/19/2018 – 11/25/2018	<b>THANKSGIVING</b>		
<b>Week 16:</b> 11/26/2018 – 11/30/2018	<b>In Class: 11/28/2018</b> at 5:00pm (Solms 203)  <b>Final Presentation: Presentation II</b>		Individual Assessment: Students will present their final capstone project
<b>Final Exam:</b> December 5 <sup>th</sup> 5:00pm Solms	FINAL EXAM (Take Home)  Final Plan Due by 7:45pm. Must be submitted in hard.		FINAL EXAM

**Portfolio Inclusion**

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

**Instructional 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: August 15<sup>th</sup>, August 22<sup>nd</sup>, September 26<sup>th</sup>, October 24<sup>th</sup>, November 7<sup>th</sup>, & November 28<sup>th</sup>. The final will be scheduled for December 6<sup>th</sup>.

**Grading**



<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	60
<b>Total</b>	<b>330</b>

### Course Grading Scale

A = 90% -100 % (297-330)
B = 80% - 89% (264-296)
C = 70% - 79% (231-263)
D = 60% - 69% (198-230)
F = < 60% (<198)

### Health Promotion Program Proposal

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 budget of up to \$250,000. If their budget exceeds this amount, students must note where the additional funds will come from (eg. Specific grants, donations, etc). For each assignments, student who chose to work in 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 (FOLIO). 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 FOLIO 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 should be prepared to introduce their topic during a 2-5 minutes conversation. Student should be prepared with the following information: 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 FOLIO 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 FOLIO via the appropriate assignment box.
- **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 FOLIO 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 FOLIO 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 FOLIO under week 3. This assignment must be submitted FOLIO 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 FOLIO) 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.

### Grading Rubric: Worksheets 1-6

Criteria	Unsatisfactory	Satisfactory	Exemplary
<b>Content (70%)</b>	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.
<b>Grammar and Mechanics (10%)</b>	Grammatical, spelling and punctuation errors substantially detract from the post.	Grammatical, spelling and punctuation errors are	Worksheet is free of grammatical, spelling and punctuation errors.

		rare and do not detract from the post.	
<b>Proper Use of APA Citations (In text and Reference List) (10%)</b>	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.
<b>Format (10%)</b>	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>

### Discussion Board Rubric GEPH 7500

<b>Criteria</b>	<b>Unsatisfactory .5 pts</b>	<b>Satisfactory 1.5 pts</b>	<b>Exemplary 2 pts</b>
<b>Completeness of Thought</b>	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.
<b>Number of Posts (includes initial &amp; replies to classmates)</b>	<Three posts listed	Three posts listed	Four or more posts listed
<b>Grammar and Mechanics</b>	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.
<b>Proper Use of APA Citations (In text and Reference List)</b>	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.
<b>Engagement Level</b>	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.

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

**Student(s):**

*Points awarded include review of grammar*	Points Awarded	Possible Points
<b>I. Covers</b> ➤ Title page ➤ Table of contents		5
<b>II. Problem Statement</b> ➤ 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)
<b>III. Goals and Objectives</b> ➤ 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)
<b>IV. Program Description</b> ➤ 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	Content indicates thinking and reasoning	Content indicates synthesis of ideas,

missing pertinent information in response. Most of the details of the program are missing. Author was vague. (10)	applied with original thought on a few ideas. Author didn't provide details on all parts of their program, but provided some. (15)	in-depth analysis and evidences original thought and support for the topic. Author provided ample details describing every aspect of the program. (20)
<b>V. Evaluation Plan</b> ➤ 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)
<b>VI. Budget and Organizational Capacity</b> ➤ 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)
<b>VII. Attachments</b> ➤ References ➤ PRECEDE-PROCEED Diagram ➤ Other supporting documents		5
<b>VIII. Submitted Symposium Abstract</b>		5
<b>Sub-SCORE</b>		<b>100</b>
<b>Grammar &amp; Mechanics</b>		

<b>Proper Use of APA Citations</b>		
<b>TOTAL SCORE</b>		<b>100</b>

**Comments:**



## GEPH 7500 Public Health Planning & Evaluation Final Presentation Grading Rubric

Student Presenter(s): \_\_\_\_\_ Date: \_\_\_\_\_

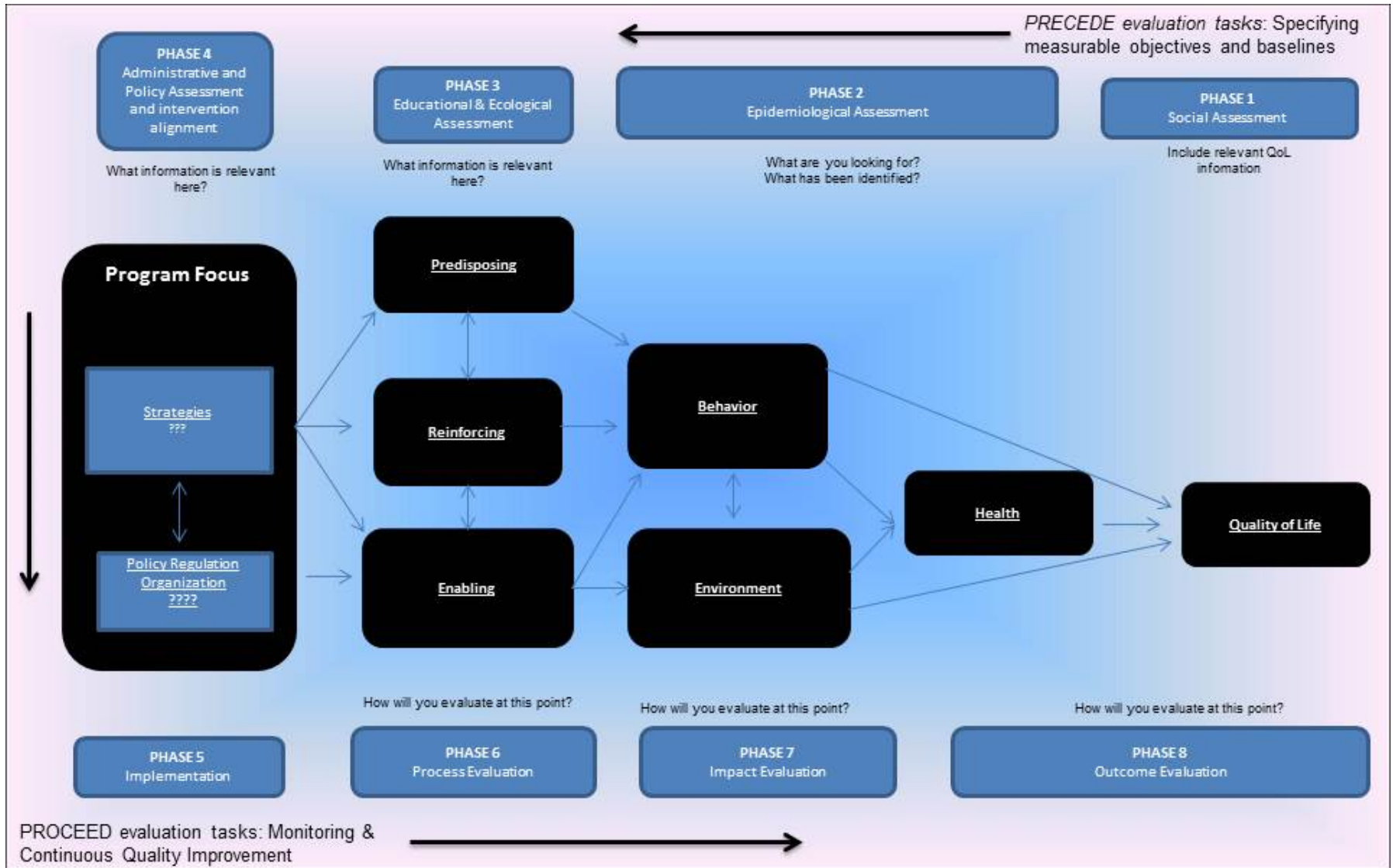
Presentation Title: \_\_\_\_\_

MPH Faculty Evaluator: \_\_\_\_\_

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

**Score:** \_\_\_\_\_

**Comments:**



\*Electronic version is uploaded on FOLIO in the Resource File

## **General Expectations**

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

## **Response Times**

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours – 1 week of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

## **Course Expectations**

### **Texting and Use of Cell Phones (and Other Technologies)**

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

### **Class Attendance and Participation Policy**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

### **Plagiarism**

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.

D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

#### PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

##### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

##### **First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

##### **Second Violation of Academic Dishonesty**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

**If the student is found responsible, the following penalty will normally be imposed:**

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

##### NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **CONFIDENTIALITY**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### **Disability-related Accommodations**

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

### **University Calendar for the Semester**

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

### **One Final Note**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

**STUDENT CONDUCT CODE**

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

**ACADEMIC DISHONESTY**

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

---

Student Name (print)

---

Student Signature

---

Date