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Fall 2019

### PUBH 7890 – Special Topics in Capstone

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

PUBH 7890 – Special Topics in Capstone  
Fall 2019

|                               |  |
|-------------------------------|--|
| <b><u>Instructor:</u></b>     | <b>Nandi A. Marshall, DrPH, MPH, CHES</b>  |
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| <b><u>Office Hours:</u></b>   | TBD  |
| <b><u>Class Meets:</u></b>    | N/A – As needed to discuss final project   |

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**

1. Select quantitative and quantitative data collection methods appropriate for a given public health context.
2. Analyze and Interpret data for public health research, policy, or practice.
3. Assess population needs, assets, and capacities that affect communities' health.
4. Design a population-based policy, program, project or intervention.
5. Communicate audience-appropriate public health content, both in writing and through oral presentation.

### **CEPH Concentration Competencies**

1. Demonstrate how data and information are used to improve individual, program, and/or organizational performance (e.g., selection and use of valid and reliable quantitative and qualitative data, data-driven decision making, data management, performance measurement).
2. Explain the importance of evaluations for improving programs, and services.
3. Target/Tailor messages for disseminating public health data and information (e.g., social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings).
4. Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services.
5. Engages community members to improve health in a community (e.g., input in developing and implementing community health assessments and improvement plans, feedback about programs and services).
6. Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action.

### **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.*

| Date                                  | Focus/Activities   | Readings   | Assessment  |
|---------------------------------------|--|--|---|
| <p><b>Week 1:</b><br/>8/19 - 8/25</p> | <p><b>Focus:</b><br/>Syllabus &amp; Course Review, Introductions</p> <p>Activities View Guerilla Gardner, Partner/Brainstorming Activity, Introduction to PRECEDE-PROCEED and Program Planning</p>   | <p>Use “Notes that Stick”, located in the supplemental resources folder, when completing the readings.</p> |   |
| <p><b>Week 2:</b><br/>8/26 - 9/1</p>  | <p><b>Focus:</b><br/>Step 1: Social Assessment</p> <p><b>Worksheet 1</b> assignment must be submitted online in the associated “Assignment” box by Sunday, September 1<sup>st</sup> by 11:59pm ET.</p>   | <p>Green: Ch 1,2<br/>Issel: Ch 1-5</p>   | <p>Individual Assessment: Students will work through step 1 (social assessment) of the precede-proceed model in preparation for their final capstone project.</p>   |
| <p><b>Week 3:</b><br/>9/2 – 9/8</p>   | <p><b>Focus:</b><br/>Grant Application Process &amp; Resources and PRECEDE-PROCEED Article Review</p> <p><b>Proposal Writing Webinar, NIH Grant Review Video, Grant Resources:</b> Begin working on Grant Assignment. (Grant Assignment Due Sunday, November 24<sup>th</sup> by 11:59pm ET)</p> <p><b>Week 3: Article Review 1</b> assignment must be submitted online in the associated “Assignment” box by Sunday, September 8<sup>th</sup> by 11:59pm ET.</p> | <p>PRECEDE-PROCEED Articles:<br/><br/>Example 1</p>  | <p>Individual Assessment: Students will read an article focused on planning and evaluation and submit a review of the article through FOLIO.</p>  |
| <p><b>Week 4:</b><br/>9/9 – 9/15</p>  | <p><b>Focus:</b><br/>Step 2: Epidemiological, Behavioral, and Environmental Assessment</p> <p><b>Worksheet 2</b> assignment must be submitted online in the associated “Assignment” box by Sunday, September 15<sup>th</sup> by 11:59pm ET.</p>  | <p>Green: Ch 3<br/>Issel: Ch 6</p>   | <p>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> |
| <p><b>Week 5:</b><br/>9/16 – 9/22</p> | <p><b>Focus:</b><br/>PRECEDE-PROCEED Article Review and Presentation I</p>   | <p>PRECEDE-PROCEED Articles:</p>   | <p>Individual Assessment: Students will read an</p>   |

|  |   |   |   |
|--|---|---|---|
|  | <p><b>Presentation I</b><br/><i>To be scheduled with faculty for this week.</i></p> <p><b>Week 5: Article Critique 2</b> assignment must be submitted online in the associated “Assignment” box by Sunday, September 22<sup>nd</sup> by 11:59pm ET.</p> | Example 2   | <p>article focused on planning and evaluation and submit a review of the article through FOLIO.<br/>Additionally, students will present their capstone topic for peer and faculty feedback.</p>   |
| <p><b>Week 6:</b><br/>9/23 – 9/29</p>  | <p><b>Focus:</b><br/>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 29<sup>th</sup> by 11:59pm ET.</p>                             | <p>Green: Ch 4-5<br/>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><br/>9/30 – 10/6</p>  | <p><b>Focus:</b><br/>PRECEDE-PROCEED Article Review</p> <p><b>Week 7: Article Critique 3</b> assignment must be submitted online in the associated “Assignment” box by Sunday, October 6<sup>th</sup> by 11:59pm ET.</p>                                | <p>PRECEDE-PROCEED Articles:<br/><br/>Example 3</p> | <p>Individual Assessment: Students will read an article focused on planning and evaluation and submit a review of the article through FOLIO.</p> <p>Individual Assessment: Students will introduce their proposal topic and receive/provide feedback.</p> |
| <p><b>Week 8:</b><br/>10/7 – 10/13</p> | <p><b>Focus:</b><br/>PRECEDE-PROCEED Article Review</p> <p><b>Week 8: Article Critique 4</b> assignment must be submitted online in the associated “Assignment” box by Sunday, October 13<sup>th</sup> by 11:59pm ET.</p>                               | <p>Issel: Ch 9, 10, 11</p>                          | <p>Individual Assessment: Students will read an article focused on planning and evaluation and submit a review of the article through FOLIO.</p>  |

|  |   |  |  |
|--|---|--|--|
| <p><b>Week 9:</b><br/>10/14 – 10/20</p>  | <p><b>Focus:</b><br/>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 20<sup>th</sup> by 11:59pm ET.</p>  | <p>PRECEDE-PROCEED<br/>Articles:</p> <p>Example 4</p>                            | <p>Individual Assessment:<br/>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 10:</b><br/>10/21 – 10/27</p> | <p><b>Focus:</b><br/>Step 5: Process Evaluation</p> <p>PRECEDE-PROCEED Article Review<br/><b>Begin Evaluation Plan (Worksheet 5)</b></p> <p><b>Week 10: Article Review 5</b> assignment must be submitted online in the associated “Assignment” box by Sunday, October 27<sup>th</sup> by 11:59pm ET.</p> | <p>Issel: Ch 12, 13, 14</p> <p>PRECEDE-PROCEED<br/>Article:</p> <p>Example 5</p> | <p>Individual Assessment: Students will begin to work through step 5 (Process Evaluation) of the precede-proceed model in preparation for their final capstone project.</p> <p>Individual Assessment:<br/>Students will read an article focused on planning and evaluation and submit a review of the article through FOLIO.</p> |
| <p><b>Week 11:</b><br/>10/28 – 11/3</p>  | <p><b>Focus:</b><br/>Step 6: Impact and Outcome Evaluation</p> <p><b>Evaluation Plan (Worksheets 5 &amp; 6)</b> assignment must be submitted online in the associated “Assignment” box by Sunday, November 3<sup>rd</sup> by 11:59pm ET.</p>  | <p>Green: Ch 6-9<br/>Issel: 15-17</p>  | <p>Individual Assessment: Students will work through steps 5 &amp; 6 (Impact and Outcome Assessment) of the precede-proceed model in preparation for their final capstone project.</p>   |
| <p><b>Week 12:</b><br/>11/4 – 11/10</p>  | <p><b>Focus:</b><br/>PRECEDE-PROCEED Article Review</p> <p><b>Week 12: Article Review 6</b> assignment must be submitted online in the associated “Assignment” box by Sunday, November 10<sup>th</sup> 11:59pm ET.</p>  | <p>PRECEDE-PROCEED<br/>Article:</p> <p>Example 6</p>                             | <p>Individual Assessment:<br/>Students will read an article focused on planning and evaluation and submit a review of</p>  |



|                                  |   |  |   |
|----------------------------------|---|--|---|
|                                  |   |  | the article through FOLIO.  |
| <b>Week 13:</b><br>11/11 – 11/17 | Continue working on final paper.  |  | Individual Assessment: Students will continue working on their final papers.  |
| <b>Week 14:</b><br>11/18 – 11/24 | <b>Final Proposal Presentations</b><br><i>To be scheduled with faculty for this week.</i><br><br><b>Grant Assignment</b> must be submitted online in the associated “Assignment” box Sunday, November 24 <sup>th</sup> by 11:59pm ET. |  | Individual Assessment: Students will submit an assignment evaluating their understanding of the grant process, including the basic components of grant writing. |
| <b>Week 15:</b><br>11/25 – 12/1  | <b>THANKSGIVING BREAK</b>   |  |   |
| <b>Week 16:</b><br>12/2 – 12/6   | <b>Online</b><br><br><b>Final Paper Due 12/4 by 7:45pm via Folio</b>  |  | Individual Assessment: Students will submit their final capstone paper.   |
| <b>Finals Week</b>               | <b>Final Exam due by 12/11 by 7:45pm via Folio</b>  |  | <b>FINAL EXAM</b>   |

**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 is an independent study and will not hold required meeting sessions other than the two required presentations. The instructional materials will include lecture notes, readings (text and articles), and assignment feedback. In addition to the required presentations, other in-person meetings will be scheduled as needed.

**Grading**

| <i>Assignment</i>                           | <i>Points</i> |
|---|---------------|
| Health Promotion/Education Program Proposal |               |
| A. 6 Worksheets                             | 60            |
| B. Presentation I                           | 20            |
| B. Presentation II (Proposal Presentation)  | 50            |
| C. Final Proposal                           | 100           |
| Grant Assignment                            | 40            |
| Article Review                              | 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).

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 (scoring at least 75%), 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.

### **Article Reviews (60 Points)**

The purpose of this assignment is to have students review articles throughout the semester that focus on PRECED-PROCEED. Students are required to complete six article reviews throughout the semester. All articles will be provided. Remember to use proper APA citations (APA resource in D2L and in syllabus) when quoting or using a substantial part of an author's work. At the top left side of the page include your name and APA citation for the resource. Please respond to each of the following questions by writing one to two paragraphs per question.

1. Briefly describe the article.
2. What did you learn from reading the article?
3. What would you have done differently?
4. How does this article align with the textbook?

**Grading Rubric: Worksheets 1-6 and Article Reviews**

| <b>Criteria</b>   | <b>Unsatisfactory</b>   | <b>Satisfactory</b>  | <b>Exemplary</b>  |
|---|---|--|---|
| <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 rare and do not detract from the post.                                  | Worksheet is free of grammatical, spelling and punctuation errors.  |
| <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>

**PUBH 7890 Special Topics in Capstone  
Final Proposal Grading Rubric**

**Student(s):**

| *Points awarded include review of grammar*   | Points Awarded  | Possible Points   |
|--|---|---|
| <b>I. Covers</b> <ul style="list-style-type: none"> <li>➤ Title page</li> <li>➤ Table of contents</li> </ul>   |   | 5   |
| <b>II. Problem Statement</b> <ul style="list-style-type: none"> <li>➤ Health problem</li> <li>➤ Background</li> <li>➤ Target population</li> </ul>   |   | 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> <ul style="list-style-type: none"> <li>➤ Program goal and objective</li> <li>➤ Behavioral and PRE objectives</li> <li>➤ Environmental objectives</li> <li>➤ Theory Driven</li> </ul>                  |   | 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> <ul style="list-style-type: none"> <li>➤ Program activities</li> <li>➤ Logistics</li> <li>➤ Timeline</li> </ul>   |   | 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 their program, but provided some. (15) | Content indicates synthesis of ideas, 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><br>➤ Process evaluation<br>➤ Impact and outcome evaluation<br>➤ 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><br>➤ Current resources and capacity<br>➤ Needed resources and budget<br>➤ 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><br>➤ References<br>➤ PRECEDE-PROCEED Diagram<br>➤ 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:**

## PUBH 7890 Special Topics in Capstone Final Presentation Grading Rubric

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

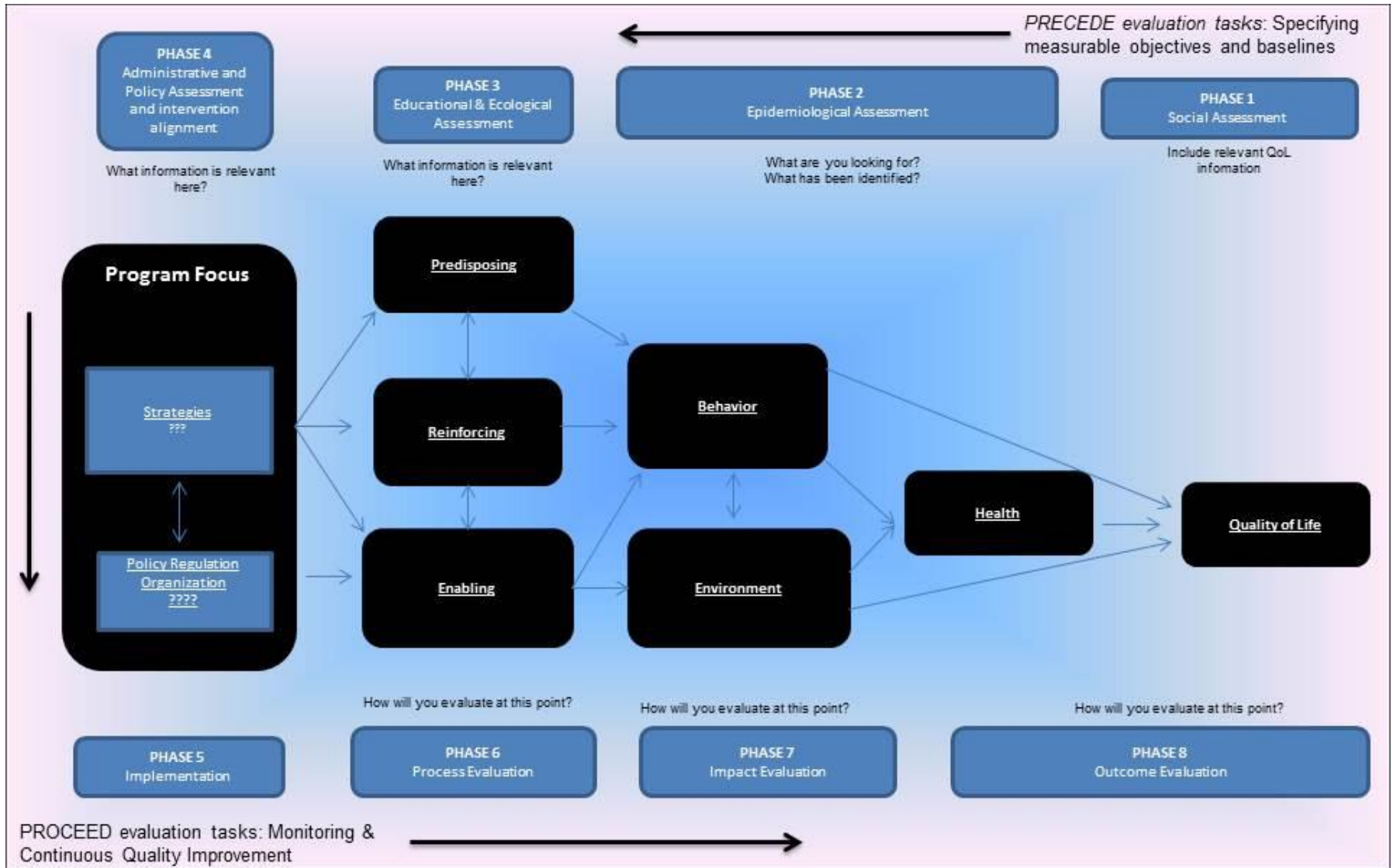
Presentation Title: \_\_\_\_\_

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

| Score   | 1<br>(Poor) | 2<br>(Fair) | 3<br>(Satisfactory) | 4<br>(Good) | 5<br>(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.

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 Student Name (print)

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 Student Signature

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 Date