University of Maryland School of Public Health

HLTH 490 – Professional Preparation in Community Health

Semester: Spring 2019
Section: 0201
Classroom and Time: SPH 0308, T,TH 11:00am-12:15pm
Course webpage: ELMS
Instructor: Tracy M. Zeeger, MPH
  Office: 1234T SPH
  Phone: 301-405-3453
  Email: tzeeger@umd.edu
Office Hours: By appointment

Course Description: This is a pre-professional, skill-building course focused on helping students transition from college to the workforce in areas of public and community health. Topics include:

Internship Preparation:
Students seeking a Bachelor of Science (B.S.) degree in Community Health at the University of Maryland are required to complete an internship in the field. The internship experience allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. Students must enroll in this class, HLTH 490, to assist them in searching and preparing for their internships.

Students are required to secure an internship for themselves during this semester at a site where they are expected to work the following semester. The work must be related to public and community health and approved in advance by the department Internship Coordinator. To secure an internship, students are expected to research internship sites, apply to desired sites, and obtain a signed internship contract by the end of the semester. Students are responsible for securing their own internships, but they will be guided and supported through advising and assignments to facilitate forward movement and appropriate placement.

Grant Proposal Development:
Community health organizations often rely on charitable contributions and grants for funding programs and initiatives. There are a variety of funding sources. Securing funding, however, is not easy and competency in this area is essential. Students will learn how to solicit funds by developing a grant proposal for a specific community health need.

Students will work in small groups and each student will be responsible for writing parts of a grant proposal. The teams will apply common community health models in planning a health intervention and will follow proposal development protocols used in professional settings, among which include team planning meetings, application of tools such as logic models and Gantt charts, peer review, and a formal presentation.

Other:
This course largely synthesizes previous coursework in behavioral and community health and guides students in applying knowledge and skills. Limited new content is included, however, related to professional etiquette and approaches to job searching, current events in public and community health, and proposal development.

Exams will require that students synthesize the knowledge gained through activities, readings, and class lectures.

BCH Undergraduate Final Program Portfolio:
During HLTH 491 (internship semester) each student is responsible for the development of a "Final Program Portfolio". The portfolio is contained in a 3-ring binder and includes material that is reflective of your internship and academic experiences as a community health major. The academic section will include a specific deliverable (assignment) for each of your core courses.
The portfolio deliverable for this course (HLTH 490) is the final grant proposal.

Please be sure to save this assignment for inclusion in your Final Program Portfolio. You may use a copy of your original work, the graded returned assignment, or an edited version that incorporates grading comments. For more information regarding the Final Program Portfolio, please refer to the Undergraduate Internship Program Manual located on the Department of Behavioral and Community Health website.

Course Pre- and Co-requisites: HLTH 391 (Pre-Requisite); HLTH 420 (Co-Requisite)

Course Learning Objectives:
This course largely facilitates the application of acquired knowledge and skills in public and community health. It is focused on the process of community health education and promotion. Upon completing this course, the students will be able to:
1. Demonstrate skills in professional etiquette.
2. Perform job search skills to include resume and cover letter development, and job interviewing.
3. Develop a plan for professional development and obtain an internship in the field of community health.
4. Write a grant proposal to request funding for a community health program utilizing a variety of proposal development tools (e.g., literature review, logic model, GANTT chart, budget).
5. In the context of a grant proposal, develop a culturally competent community health program to address a health disparity, applying the US DHHS CLAS Standards, health literacy principles, and best practices.
6. In the context of a grant proposal, students will understand and apply components of the PRECEDE model and intervention mapping in identifying and addressing a community health need, developing a program to address the need, and designing a program evaluation.
7. Demonstrate skills necessary for working in teams.
8. Understand health organizations and services at the local, state and national levels.
9. Understand issues and direction in present day community health.

Program Competencies Addressed in this Course:
The following competencies for the UMD Bachelor of Science degree in Community Health are addressed in this course:
1. Identify the major health-related needs and concerns of populations and formulate basic processes, approaches, and interventions as possible solutions.
2. Describe the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan.
3. Examine the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. Demonstrate the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
5. Characterize the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public policy.
6. Illustrate the basic concepts of public health-specific writing and communication.
7. Assess and communicate individual and community-level needs for health promotion and disease prevention.
8. Create and apply strategies that effectively incorporate cultural competences with health promotion and community health initiatives.
9. Synthesize and apply principles and theories of community health that are needed for the development of effective and evidence based health promotion and disease prevention strategies.
10. Collaborate with community organizations to apply public health principles in a real-world setting.

Skills Learned or Reinforced in this Course:
✓ How to communicate professionally
✓ How to write an effective resume and cover letter
✓ How to effectively interview
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✓ How to conduct and write up a literature review
✓ How to translate research into practice for program planning
✓ How to write program goals and objectives
✓ How to plan an effective and comprehensive evaluation
✓ How to calculate a budget for a program/intervention
✓ How to advocate for an organization and intervention
✓ How to write a grant proposal

Required Texts and Other Readings:

Required:


Other Readings as indicated in course outline

Recommended:

Required Technology and Other Materials: N/A

Course Communication:
Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

HLTH 490 Email: Feel free to email questions and concerns to the instructor. Please use a courteous and professional manner in your communication, and do not abbreviate messages or words.

Course Requirements and Expectations: This course is taught through lecture, readings, interactive classroom activities, out-of-class group meetings, research and job interviews, and student presentations. Assignments and slide presentations will typically be posted on CANVAS (www.elms.umd.edu) after being presented in class.

**Note that final examinations are scheduled by the campus in the first weeks of the semester and often do not occur during typical class days/times. That schedule is provided to students as soon as possible. Students are expected to attend the final exam as scheduled and should plan accordingly.
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University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website:

http://www.ugst.umd.edu/courserelatedpolicies.html

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?
Code of Student Conduct: What behavior is prohibited?
Sexual Misconduct: What to do in case of sexual harassment or sexual assault.
Non-Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.
Accessibility: Information about disability support services (DSS) and accommodations.
Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.
Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?
Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.
Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.
Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.
Copyright and Intellectual Property: Who owns the work that I produce in class?
Final Exams: Final exams are scheduled by the University.
Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.
Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Religious Observances:
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.

Course Procedures and Policies:

Attendance Policy:
Attendance at every class is expected. Class is intended to model a worksite in order to prepare students for their internship experience where unexcused absences are unacceptable. Attendance is taken at every class and unexcused absences will be counted against the student in the grading process. For every case of three or more absences without an advance, written, university-approved excuse, a student will receive a reduction of one letter grade for the course. Moreover, students will be working together in groups during this course and expected to be mindful of how absences will affect their groups. Please remember that students are responsible for letting the instructor know ahead of time (via email or text) if class will be missed due to a university excused absence. (Missing class due to a scheduled job interview is not a university-approved absence.) Students are expected to make up work and obtain notes from other students for any classes they miss.

Arriving Late to Class:
Lateness (arriving to class after start time) is disruptive to the class and is highly unprofessional. If there is a circumstance in which it will be inevitable for a student to be late, it is the student’s responsibility to let the instructor know ahead of time (via a phone call, email, or text). If you know you will be late consistently due to a class held in the time slot directly before our class, written approval must be granted by the instructor prior to the student being late. Excessive unapproved lateness will be counted against students in the grading process, please see the professional readiness rubric for point allotment. Additionally, for every case of three or more late arrivals without advanced notice (via phone or email), a student will receive a reduction of one letter grade for the course.

Late Work and Missed Exams / Assignments:
All readings and other assignments are due at the beginning of class on the day they are listed on the syllabus. Any work not turned in by the beginning of class on the due date will receive a reduction of one letter grade. Work not handed in and time-stamped by
the department’s secretary by 5pm the following day will receive a reduction of an additional letter grade, assignments will not be accepted after this time. Exams may be made up with an approved excuse in advance.

Inclement Weather / University Closings / Emergency Procedures:
In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

Personal Technology Use Policy
The use of personal devices (laptops, cell phones, tablets, etc.) are not permitted during our class time. As instructors, we understand the arguments around the use of personal devices (laptops, cell phones, tablets, etc.) in the classroom. However, based on current research and our personal experiences, we also recognize that they provide a great deal of distraction from the professional learning environment we are trying to cultivate in HLTH 490. With the exception of DSS accommodations, these devices will not be permitted for use in the classroom. If a computer is needed to achieve a specific objective for that day in class, you will be notified ahead of time to bring it. If you have an emergency where you need to answer your cell phone, please excuse yourself from the class and see the instructor at the conclusion of class. For more information on how we came to this decision, please watch the video: [https://www.youtube.com/watch?v=WwPaw3Fx5Hk&feature=youtu.be](https://www.youtube.com/watch?v=WwPaw3Fx5Hk&feature=youtu.be)

On days when we do use personal technology, it must be conducive to the learning environment and not a distraction to the instructor and other students.

Classroom rules:
1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages.
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
9. Individuals who wish to use audio or video recording devices but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Photo/Video Release Statement
Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

Copyright Notice
Class lectures and other materials are copyrighted. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials may not be reproduced (e.g. students may not copy and/or redistribute these materials) for anything other than personal use without my explicit written permission.

Names/Pronouns and Self Identifications
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. We invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom
conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. We will do our best to address and refer to all students accordingly and will support you in doing so as well.

Available Support Services:
Accommodations for students with disabilities:
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Services (301-314-7682.) If you intend to take any or all quizzes/exams at DSS it is your responsibility to notify me as soon as possible.

Learning Assistance Services:
If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

Grading Procedures & Major Graded Assignments:
For all assignments, see Canvas and class handouts for instructions. All assignments are due at the beginning of class and typically turned in via Canvas.

Internship Preparations Assignments:
✓ Learning Goals (10 points) 2/5/19
✓ Resume (20 points) 2/14/19
✓ Cover Letter (10 points) 2/19/19
✓ Virtual Interview & Professional Dress Assessment (15 points) 2/21/19
✓ Internship Poster Session Notes (5 points) 3/6/19
✓ Professional Readiness Self-Assessment 3/12/19 (10 points)
✓ Internship Search Progression Form 1 & 2 (5 points each, 10 total) 3/16/19; 4/18/19
✓ Internship Contract and Liability Insurance Form: A signed contract is required to enroll in HLTH 491. Students that do not have an internship secured by the end of the Spring 2019 semester will be unable to participate in an internship until Spring 2019. 5/1/19
✓ Internship Interview Assessment (10 points, best one graded) 5/14/19
✓ Professional Readiness Instructor Assessment Final Exam Day (30 points)

Subtotal Possible Points: 120 points

Grant Proposal Related Assignments:
Groups must submit all previous sections along with the section due.
✓ Group Project Team Contract/Rules (2 points) 2/21/19
✓ Annotated Bibliography and PRECEDE Analysis (10 points) 3/5/19
✓ Problem Statement Draft and PRECEDE Analysis (2 points, earned for submitting full drafts for peer review) 3/26/19
✓ Problem Statement and PRECEDE Analysis (10 points) 3/28/19
✓ Goals and Objectives Draft (2 points, earned for submitting full drafts for peer review) 4/4/19
✓ Goals and Objectives (10 points) 4/4/19 by end of class
✓ Goals and Objectives REVISED (earn points back!) 4/11/19
✓ Logic Model & Best Practices (10 points) 4/16/19 by end of class
✓ Methodology, Logic Model, and GANTT Chart Draft (2 points, earned for submitting full drafts for peer review) 4/23/19
✓ Methodology, Logic Model, and GANTT Chart (10 points) 4/25/19
✓ Budget (10 points) 4/30/19
✓ Evaluation Draft (2 points, earned for submitting full drafts for peer review) 5/7/19
✓ Evaluation (10 points) 5/9/19
✓ Final Grant Proposal & Presentation Due @ Final Exam (50 points)
Subtotal Possible Points: 130 points

General Class Assignments:
✓ Course Contract (2 points) 1/31/19
✓ Library Modules & Quizzes (5 points) 2/26/19
✓ Exam 1 (50 points) 4/9/19
✓ Exam 2 (50 points) 5/14/19
✓ 3, 2, 1 Responses (9): PROFESSIONAL READINESS ASSESSMENT
✓ Class Exit Tickets (18, due by end of class) are a part of your professional readiness grade.
  • PRECEDE Analysis Brainstorm 2/26/19
  • Annotated Bibliography and PRECEDE Analysis 2/28/19
  • Problem Statement Draft & PRECEDE Analysis 3/5/19
  • Logic Model for the College Park STI Program 3/12/19
  • Problem Statement Draft, PRECEDE Analysis, and Logic Model Outcomes 3/14/19
  • Problem Statement Peer Review Summary 3/26/19
  • Goals and Objectives for the College Park STI Program 3/28/19
  • Goals and Objectives (your project) 4/2/19
  • Goals and Objectives Peer Review Summary 4/4/19
  • Methodology for the College Park STI Program 4/11/19
  • Logic Model & Best Practices 4/16/19 by end of class SEPARATE GRADE, SEE ABOVE
  • Methodology Draft 4/18/19
  • Methodology Peer Review Summary 4/23/19
  • Budget Draft 4/25/19
  • Evaluation for the College Park STI Program 4/30/19
  • Evaluation Draft (your project) 5/2/19
  • Evaluation Peer Review Summary 5/7/19
  • Organizational Qualifications & Staffing Organization Worksheet 5/9/19

Subtotal Possible Points: 107 points

TOTAL POSSIBLE POINTS: 357

There is no curve in this course. Student grades will be earned on a point scale such that:

A+ = 96-100%
A = 93-95%
A- = 90-92%
B+ = 86-89%
B = 83-85%
B- = 80-82%
C+ = 76-79%
C = 73-75%
C- = 70-72%
D+ = 66-69%
D = 63-65%
D- = 60-62%
F = 59 % and below

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td># 1</td>
<td>T 1/29</td>
<td>Introduction to the Course</td>
<td>In Class Handouts</td>
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<td># 2</td>
<td>Th 1/31</td>
<td>Connecting 420 &amp; 490</td>
<td>In Class Handouts</td>
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<td>Learning Goals Assignment Overview</td>
<td>Due: Course Contract</td>
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<td># 3</td>
<td>T 2/5</td>
<td>Orientation to the Internship</td>
<td>In Class Handouts</td>
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<td>Guest Speaker: Tracy Kennedy, Undergraduate Internship Coordinator</td>
<td>Due: Learning Objectives</td>
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<td># 4</td>
<td>Th 2/7</td>
<td>Professional Etiquette Part 1</td>
<td>Reading Due: Terp Guide: pgs. 36-42</td>
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<td>34 Crucial Tips for Your Next Job Interview: <a href="https://www.self.com/story/interview-tips-find-job">https://www.self.com/story/interview-tips-find-job</a></td>
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<td>Competency Based Job Descriptions <a href="http://www.phf.org/resources/tools/Pages/Competency_Based_Job_Descriptions.aspx">http://www.phf.org/resources/tools/Pages/Competency_Based_Job_Descriptions.aspx</a></td>
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<td># 5</td>
<td>T 2/12</td>
<td>Using Word to Modify Your Resume</td>
<td>Video Due: Resumes, Cover Letters and Interview Tips</td>
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<td>Resume Critique (Peer to Peer)</td>
<td>Reading Due: Terp Guide, pgs. 5-25</td>
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<td>*Bring most recent resume to class</td>
<td>Due: As you view the lecture, mark up your current resume and submit the marked up version on Canvas &amp; 3 2 1 Response #1 to Readings &amp; Videos</td>
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<td># 6</td>
<td>Th 2/14</td>
<td>Cover Letter Critique (Peer to Peer; bring at least 1 cover letter for this search)</td>
<td>Reading Due: Terp Guide: pgs. 5-25</td>
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<td>Interview Workshop &amp; Internship Search Follow Up</td>
<td>Due: Final Resume</td>
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<td>8</td>
<td>Th 2/21</td>
<td>Using Canvas and Microsoft Word for Feedback Group Forming and Norming</td>
<td>Due: Virtual Interview &amp; Professional Dress Critique Due: Group Project Team Contract/ Rules Due by end of class</td>
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<td>#9</td>
<td>T 2/26</td>
<td>Defining Project PRECEDE Factors In Class Activity</td>
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<td>Writing a GREAT Problem Statement</td>
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<td>#10</td>
<td>Th 2/28</td>
<td>In Class Work Session: Writing the Problem Statement Annotated Bibliography &amp; PRECEDE Analysis Finalization</td>
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<td>#11</td>
<td>T 3/5</td>
<td>In Class Work Session: Writing the Problem Statement &amp; PRECEDE Analysis</td>
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<td>#12</td>
<td>Th 3/7</td>
<td>WE WILL NOT MEET IN PERSON THIS DAY. INSTEAD, ATTEND THE POSTER SESSION</td>
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<td>WEDNESDAY March 6th</td>
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| #13 | T 3/12 | Logic Model Workshop  
Learning Objectives: 4,6  
*Exit Ticket: Logic Model for the College Park STI Program | Video Due: Logic Models for Program Planning  
Reading Due: Howlett: Ch. 9  
McCrawley, P.F. The logic model for program planning. (See CANVAS)  
Due: Professional Readiness Self-Assessment  
Due: 3 2 1 Response #4 |
|-----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| #14 | Th 3/14 | In Class Work Session: Writing the Problem Statement, PRECEDE Analysis & Logic Model Outcomes  
*Exit Ticket: Updated Problem Statement, PRECEDE Analysis, Logic Model Outcomes |
| #15 | T 3/19 | SPRING BREAK NO CLASS |
| #16 | Th 3/21 | SPRING BREAK NO CLASS |
| #17 | T 3/26 | In Class Work Session: Problem Statement, PRECEDE Analysis, and Logic Model Outcomes Peer Review  
*Exit Ticket: Peer review summary & coordination of updates for the next submission. | Due: Internship Search Progression Form I  
Due: Problem Statement, Logic Model, and PRECEDE Analysis Draft |
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<td>#18</td>
<td>Th 3/28</td>
<td>Goal and Objective Workshop</td>
<td>Video Due: Goals and Objectives</td>
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<td>Learning Objectives: 4,6</td>
<td>Reading Due: Howlett: Ch. 9</td>
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<td>*Exit ticket: Goals and objectives for the College Park STI Program</td>
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<td>See list of databases in GRANT PROPOSAL ASSIGNMENT HANDOUT</td>
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<td>Bring College Park STI example to class</td>
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<td>Due: 3 2 1 Response #5</td>
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<td>Due: Problem Statement &amp; PRECEDE Analysis</td>
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<tr>
<td>#19</td>
<td>T 4/2</td>
<td>In Class Assignment: Goals &amp; Objectives</td>
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<td></td>
<td>*Exit ticket: Goals &amp; objectives for your project</td>
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<td>#20</td>
<td>Th 4/4</td>
<td>In Class Work Session: Goals &amp; Objectives Peer Review</td>
<td>Due: Goals &amp; Objectives Draft</td>
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<td>*Exit Ticket: Peer review summary and changes to be made</td>
<td>Due: Goals &amp; Objectives (end of class)</td>
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<td>*Exit ticket of Goals and Objectives for grading (after peer review revisions)</td>
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<tr>
<td>#21</td>
<td>T 4/9</td>
<td>Exam #1 (Grants, Problem Statement, Intervention Mapping, Goals, Objectives, Logic Models)</td>
<td></td>
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</tbody>
</table>
| #22  | Th 4/11 | Identifying Best Practices and other Methodological Approaches  
Exit Ticket: Methodology for the College Park STI Program | Video Due: Methodology  
Reading Due:  
Howlett: Ch. 3  
(For full article: https://www.tandfonline.com/doi/full/10.1080/17437199.2015.1077155?scroll=top&needAccess=true)  
The Community Guide: What Works (Health Communication & Health Information Technology)  
Explore the Community Guide Site :  
www.thecommunityguide.org  
Bring the College Park STI packet to class.  
Due: 3 2 1 Response #6  
Due: Revised Goals & Objectives |
|---|---|---|---|
| #23  | T 4/16 | In Class Work Session: Methodology  
*Exit ticket: Logic Model & Best Practices (for your project) for grading | New Site Approval Requests Deadline to Prof. Kennedy (4/15) |
| #24  | Th 4/18 | In Class Work Session: Methodology  
*Exit ticket: Methodology draft | Due: Internship Search Progression Form 2 |
| #25  | T 4/23 | Using Excel for Budgets (Formatting spreadsheets, using formulas, etc) Methodology Peer Review  
*Exit ticket: Peer review summary and changes to be made | Video Due: Budget Lecture  
Reading Due:  
Howlett: Ch. 12  
Due: 3 2 1 Response #7  
Due: Methodology, Logic Model, and GANTT Chart Draft |
| ------ | ------ | --------------------------------------------- | ----------------------------- |
| #26   | Th 4/25 | In Class Work Session: Budgets  
*Exit ticket: Budget Draft | Due: Methodology, Logic Model, and GANTT Chart Draft |
| #27   | T 4/30 | Evaluation Workshop  
*Exit ticket: College Park STI Program Evaluation | Video Due: Evaluations  
Reading Due:  
Howlett: Chapter 11  
National Science Foundation. An overview of quantitative and qualitative data collection methods.  
Bring the College Park STI packet to class.  
Due: Budget  
Internship Contracts & Liability Insurance Forms Due 5/1 to Professor Kennedy and Bev Monis  
Due: 3 2 1 Response #8 |
| #28   | Th 5/2 | In Class Work Session: Evaluation  
*Exit ticket: Evaluation draft | |
| #29   | T 5/7 | In Class Work Session: Evaluation Peer Review  
*Exit ticket: Peer review summary and updates to be made | Reading Due:  
Howlett: Ch. 13 & 14  
Due: Evaluation draft |
<table>
<thead>
<tr>
<th>#30</th>
<th>Th 5/9</th>
<th>In Class Work Session: Final Proposal Pieces (Organizational Qualifications and Staffing Section, Cover Letter, Summary, &amp; Appendices) Learning Objectives: 4,6 *Exit ticket: Organizational qualifications &amp; staffing worksheet</th>
<th>Video Due: Writing the Final Proposal Pieces Due: 3 2 1 Response #9 &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>#31</td>
<td>T 5/14</td>
<td>EXAM #2 (General grants, professionalism, logic models, methodology, evaluation, final pieces)</td>
<td>Last day to submit internship interview evaluations</td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
<td>Th 5/16 8a (tent)</td>
<td><em>Final Grant Proposal and Presentation</em></td>
<td>Final Grant Proposal Due with Appendices, Cover Letter, and Summary (new pieces) *Final Professional Readiness Assessment (Completed by instructor)</td>
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</tbody>
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