

HED 720: Program Planning and Grant Writing in Health Promotion
University of Nevada-Las Vegas
Department of Environmental and Occupational Health

Catalogue Description: The course is designed to teach graduate students the principles of planning, implementing, and evaluating health promotion programs utilizing the PRECEDE/PROCEED Model as a framework. In addition, the basic skills of grant proposal writing will be integrated into the course.

Course Objectives: As of a result of completing the Program Planning and Grant Writing course, students will be able to:

- Describe in detail a selected model for effective program planning.
- Outline and describe the basic components of grantsmanship.
- Develop a mock grant proposal for the implementation and administration of a health education/health promotion program.
- Effectively present their proposal to the members of the class.

Core Competencies: This course relates to the following core competencies for the MPH program:

| <i>Competencies</i> | <i>Description</i> |
|---------------------|--|
| MPH 04 | Interpret results of data analysis for public health research, policy or practice |
| MPH 07 | Assess population needs, assets and capacities that affect communities' health |
| MPH 08 | Apply awareness of cultural values and practices to the design or implementation of public health policies or programs |
| MPH 09 | Design a population-based policy, program, project or intervention |
| MPH 10 | Explain basic principles and tools of budget and resource management |
| MPH 11 | Select methods to evaluate public health programs |
| MPH 16 | Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making |
| MPH 19 | Communicate audience-appropriate public health content, both in writing and through oral presentation |
| MPH 21 | Perform effectively on interprofessional team |
| MPH 22 | Apply systems thinking tools to a public health issue |
| MPH 17 | Apply negotiation and mediation skills to address organizational or community challenges |
| MPH SBH 01 | Apply psychosocial and behavioral theory as a basis for planning, implementation, administration, management, and evaluation of health education/promotion programs. |

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| MPH SBH 02 | Examine factors that influence the process by which people learn health concepts. |
| MPH SBH 03 | Differentiate factors that enhance or impede the process of health education/promotion. |
| MPH SBH 04 | Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques. |
| MPH SBH 05 | Involve priority populations, partners, and other stakeholders in the health promotion program planning and/or evaluation process. |
| PhD SBH 03 | Propose appropriate program plan(s) that facilitate behavior change at an individual, interpersonal, or community level. |
| PhD SBH 05 | Engage in interdisciplinary groups to address problems within public health as well as social and behavioral health. |

Required Text:

Green, L.W. and Kreuter, M.W. (2005). *Health Program Planning: An Educational and Ecological Approach*. (4th edition). Boston, MA: McGraw Hill Higher Education.

Additional readings will be made available to students throughout the semester. Students will be held accountable to learning the information in these readings.

Instructional Methods: The course methodology includes but is not limited to: lecture; discussion; role playing; large and small group work; demonstrations; the use of multimedia; debates, and guided discovery activities. The instructor encourages participation of all students in the learning process.

Evaluation Methods: It is assumed that each student has the capacity to garner a grade of 100% (A) in this course through the development of assignments. For MPH students:

| | |
|--------------------------------------|-------------------|
| Class Participation | 100 points |
| Midterm Exam | 100 points |
| Written Program Plan Project | 150 points |
| Program Plan Project Writing Process | 50 points |
| Presentation of Program Plan Project | 100 points |
| <u>Total</u> | <u>500 points</u> |

For PhD students:

| | |
|--------------------------------------|-------------------|
| Class Participation | 100 points |
| Midterm Exam | 100 points |
| Application of Program Planning | 50 points |
| Written Program Plan Project | 150 points |
| Program Plan Project Writing Process | 50 points |
| Presentation of Program Plan Project | 100 points |
| <u>Total</u> | <u>550 points</u> |

Grading Scale

| | | | |
|----|---------|----|--------|
| A | 95-100% | C | 74-76% |
| A- | 90-94% | C- | 70-73% |
| B+ | 87-89% | D+ | 67-69% |
| B | 84-86% | D | 64-66% |
| B- | 80-83% | D- | 60-63% |
| C+ | 77-79% | F | 00-59% |

Class Participation—100 points Students are expected to present and participate in all class discussions. During the semester, there will be a few unannounced graded activities and exercises. Students must be present to complete these activities. No make-ups will be given and late submissions will not be accepted.

Participation This class is structured in order to maximize an ongoing dialogue about health promotion and disease prevention program planning. Discussion and input in class activities is a critical component of HED 720. No relevant contributions to class discussions will lower a final grade. Lack of contribution in a positive, sensitive, and relevant manner will result in lower class participation grade and, ultimately, in a lower final grade. Disruptions, outbursts, and/or side conversations will also result in lowering of the class participation grade for student who engages in such behavior.

Preparation After the first session, there will be a required reading assignment for every class meeting. Please come to class prepared to discuss the reading and world events related to the subject matter. Additional small activities and assignments will be given from time to time. Please complete these activities and assignments as well and be prepared to discuss your work.

Midterm Exam—100 points This exam is designed to assess the student's ability to retain information glean from class discussion, readings, and activities. In particular, this exam will assess students' knowledge of basic concepts and terminology related to program planning.

Written Program Plan Project—150 points In small groups, students are required to write a comprehensive program plan using the PRECEDE/PROCEED planning model. This plan will loosely reflect a grant proposal to a funding agency. Each group is responsible for determining the project's topic and target population. The plan will be developed using a mastery learning model in which groups will submit drafts of the plan

and will receive feedback on the draft. Groups should incorporate all aspects of this class as well as their own background and educational experiences in this project.

Program Plan Project Writing Process—50 points Since groups play an important role in this class in terms of the project, students will have an opportunity to grade their group members. Students are asked to provide honest feedback about their experiences throughout the semester. This grade will also incorporate Dr. Thompson-Robinson's assessment of the groups' ability to complete assignments in a timely manner and incorporate feedback that is provided.

Presentation of Program Plan Project—100 points During the last 1-2 class meetings, each group will present their project to the entire class. This presentation will be graded. All students will be required to attend all of the presentations and provide feedback to each group.

For PhD Students: Application of Program Planning—50 points During the semester, PhD students will engage with a local organization to assist in their program planning and/or grant writing activities. The local organization will be identified with the assistance of Dr. Thompson-Robinson. The purpose of this activity is to provide hands-on experience in the program planning process.

Comments

- No make up exam will be given unless the following criteria have been met:
 - You must telephone, text, and/or email the instructor before the exam and explain your situation.
 - You must be able to provide a legitimate written excuse, as specified by the University.
- Students are required to be on time and present for all scheduled exams. Late students will NOT be permitted to take the exam after a student has *completed and left the room*. NO EXCEPTIONS!!
- Assignments will be considered late if not submitted by the beginning of class or other deadline. All late assignments will be penalized for lateness. Assignments submitted within 24 hours of the beginning of class or other deadline will be assessed a ten (10) point penalty. Any assignment submitted after the first 24 hours will continue to lose ten (10) points for each additional day that the assignment is late.
- All work is to be typed unless otherwise indicated.
- Any work can be handed in early. Due dates are indicative of the last day an assignment will be accepted without penalty.

Special Notices:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic

Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here:

https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Use of Student Work: Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

Outline of Course Activities and Content

The following table is designed to provide the student with an overview of the content to be covered in the class as well as the sequence of presentation of materials. The table is a tentative outline for the semester. This outline is subject to change.

| Date | Content | Reading |
|----------|---|---|
| 8/29/17 | Introduction/Course Overview | |
| 9/05/17 | Overview of Program Planning and Grantsmanship | Chapter 1 Handouts |
| 9/12/17 | Social Assessment, Participatory Planning, and Situation Analysis | Chapter 2 Handouts |
| 9/19/17 | Social Assessment, Participatory Planning, and Situation Analysis | Chapter 2 Handouts |
| 9/26/17 | Epidemiological Diagnosis: Health, Behavioral, and Environmental Assessments | Chapter 3 Handouts |
| 10/03/17 | Epidemiological Diagnosis: Health, Behavioral, and Environmental Assessments | Chapter 3 Handouts |
| 10/10/17 | <i>Midterm (CLASS WILL NOT MEET.)</i> | <i>Due: Draft of First Section of Project</i> |
| 10/17/17 | Ecological and Educational Diagnosis | Chapter 4 Handouts |
| 10/24/17 | Ecological and Educational Diagnosis | Chapter 4 Handouts |
| 10/31/17 | Administrative and Policy Assessment | Chapter 5 Handouts |
| 11/7/17 | Administrative and Policy Assessment | Chapter 5 <i>Due: Draft of Second Section of Project</i> |
| 11/14/17 | Program Design | Chapter 5 Handouts |
| 11/21/17 | Working with Interventions | Handouts |
| 11/28/17 | Grant Writing | Handouts |
| 12/05/17 | <i>No Class</i> | |
| 12/12/17 | Project Presentations (Class will meet at 6:00-8:00 p.m., final exam time) | <i>Due: Final Projects</i> |

