

Design Strategies for Public Health Programs
SPHL 6080 - Section TBD
Fall 2018

CLASS SESSIONS

Tuesdays and Thursdays OR Wednesdays and Fridays

1:00 – 2:15 pm OR 2:30 – 3:45 pm

Locations TBA

INSTRUCTOR

Jylana Sheats, PhD, MPH OR Alyssa Lederer, PhD, MPH, MCHES

Email address and office phone

Office location

Office hours

TEACHING ASSISTANTS

Names TBA

Emails

Office location

Office hours

DESCRIPTION

Design Strategies for Public Health Programs is one of five interdisciplinary courses in which students receive training in foundational public health competencies for the graduate professional degrees. SPHL 6080 will equip students with the foundational knowledge and skills to design, implement, and evaluate public health programs for diverse public health issues, populations, and settings. Students will undertake a semester-long team-based systematic project that will facilitate their program planning skills development in the following areas: working with various stakeholders, using quantitative and qualitative methods to conduct a needs and capacity assessment, formulating program goals and SMART objectives, creating a logic model, developing culturally appropriate implementation strategies, performing program operations such as budgeting, staffing, and timeline management, and developing program evaluation strategies. This course features active and collaborative learning and real-world application of course concepts. Ultimately the course will illustrate that the effective design of public health programs is critical to improving community health. This course is a requirement for all students in the MPH and other public health professional degree programs.

MATERIALS, READINGS, RESOURCES

Required textbook:

McKenzie, J.F. Neiger, B.L & Thackeray, R. (2017). *Planning, implementing, and evaluating health promotion programs: A primer* (7th ed.). Boston, MA: Pearson.

If you are unable to purchase a copy of the textbook, it is on reserve at the Rudolph Matas Health Sciences Library under SPHL 6080.

Peer-reviewed articles, technical reports, and videos will also be required. These materials will be posted on the Canvas course site and are listed in the course schedule.

PREREQUISITES

There are no prerequisites for this course.

LEARNING OBJECTIVES

Students will integrate the cross-cutting themes of culture and community engagement, evidence-based practices, and application of the social ecological model throughout the course through the following learning objectives. Corresponding assessments and CEPH competencies are also listed.

Learning Objectives	Signature Assessment	Competency Addressed*
1. Discuss strategies for engaging the community and other stakeholders to improve population health	Mini step Proposal	D2-8, D2-13
2. Use existing data to describe a public health problem and the populations most at risk	Mini step Proposal	D2-1, D2-7
3. Determine quantitative/qualitative methods to assess community needs and assets	Mini step Proposal	D2-2, D2-7, D2-8
4. Apply the socioecological model to identify distal and proximal social and behavioral determinants of health for a target population	Proposal	D2-4, D2-7, D2-9
5. Apply key health behavior theories used in public health programs	Mini step Proposal	D2-9
6. Select activities to meet program objectives	Mini step Proposal	D2-8, D2-9

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7. Develop a logic model to communicate program inputs, outputs, and outcomes	Mini step Proposal	D2-9
8. Identify the budgetary items needed to implement a specific public health program	Mini step Proposal	D2-10
9. Examine designs and methodologies used to evaluate public health programs	Proposal	D2-2, D2-11
10. Communicate findings using a range of dissemination methods appropriate for different stakeholders	Proposal Presentation	D2-18, D2-20
11. Collaborate effectively in a team environment	Mini steps Proposal Presentation	D2-16

**SPHL 6080 addresses the following CEPH Foundational Competencies*

D2-1: Apply epidemiological methods to the breadth of settings and situations in public health practice

D2-2: Select quantitative and qualitative data collection methods appropriate for a given public health context

D2-4: Interpret results of data analysis for public health research, policy or practice

D2-7: Assess population needs, assets and capacities that affect communities' health

D2-8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

D2-9: Design a population-based policy, program, project or intervention

D2-10: Explain basic principles and tools of budget and resource management

D2-11: Select methods to evaluate public health programs

D2-16: Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

D2-18: Select communication strategies for different audiences and sectors

D2-19: Communicate audience-appropriate public health content, both in writing and through oral presentation

D2-20: Describe the importance of cultural competence in communicating public health content

COURSE STRUCTURE

Class will meet in-person twice a week. This course involves a variety of learning and instructional methods. While class will sometimes have a traditional lecture format, emphasis will be placed on methods that actively engage students in the learning process, such as class discussions, paired and group work, and hands-on activities. These kinds of teaching and learning strategies not only create a more lively and interactive classroom environment, but also result in better learning outcomes. Additionally, there will be guest and recorded speakers and

who will share their expertise related to course concepts and how program planning plays out in the “real world.” A major component of the course is a semester-long team-based program planning process that will culminate with a formal program proposal and presentation. Students will be able to select their topic based on their professional goals and work on their proposal gradually throughout the semester via a series of “mini-steps.”

ASSESSMENT OF LEARNING

Student grades will be based on:

Participation activities (throughout class)	25%
Quizzes (2 @ 10% each)	20%
Program Mini Steps (4 @ 5% each)	20%
Final Program Proposal	20%
Poster Presentation	10%
Course Reflection Paper	5%

Required Assignments Described:

Assignments are summarized below. Handouts with detailed instructions for each assignment will be distributed in class and posted on Canvas with ample time before each deadline. Unless otherwise noted, all assignments should be submitted via Canvas by the time class begins the day they are due.

It should be noted that this course is heavily dependent on team-based learning and typically students within a team will receive the same grade on collaborative assignments. It is expected that all team members will contribute equally. Measures have been put in place to assess effort, including listing the contributions of each team member as well as peer and self-evaluations. The instructor reserves the right to modify students’ grades on collaborative assignments based on this feedback.

Participation Activities: Students are expected to be actively engaged in their learning. Participation is therefore an expectation of the course. Each class session there will be either an in-class activity or an activity that must be done in preparation for class. Examples include answering questions about a reading, case study, or generating ideas for stage of the program design process. Students who follow instructions and put thought into the activity will receive full credit. Students can miss three participation activities, no questions asked, without penalty.

Quizzes: There will be two online quizzes to assess students’ independent knowledge of key course concepts. Questions may include multiple choice, true/false, and short answer.

Program Mini Steps: Four Mini Step assignments will be used to help student program teams to complete core parts of the Final Program Proposal and to receive feedback from peers and the instructor. These Mini Steps will focus on: 1) building an epidemiological profile; 2) assessing community needs and assets; 3) creating a logic model; and 4) developing a program budget.

Final Program Proposal: Students will systematically design a public health program throughout the course in teams. Much of this work will take place through the previously described Program Mini Steps. The Program Mini Steps will be revised, compiled, and supplemented in a Final Program Proposal, which will describe each step that has been undertaken to build an evidence- and theory-informed program.

Poster Presentation: The Final Program Proposal will be presented in summary form through a Program Poster Showcase at the end of the semester.

Course Reflection Paper: Student will independently complete a brief paper at the end of the semester that asks them to reflect on their lessons learned from the course.

GRADING POLICY

Students' cumulative course grades will be determined based on the above assignments and earned using the grading scale below.

A = 94-100% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%

C+ = 77-79% C = 74-76% C- = 70-73% F = < 70

COURSE POLICIES

Late Work: If you feel you will not be able to complete an assignment on time, please notify me. I am understanding of extenuating circumstances. Without prior notification or a valid excuse, assignments submitted past the given deadline will receive a 10% deduction per day.

Canvas: Canvas is the online learning portal for the course and primary method of communication exchange. Important course information will be posted through the Announcements feature. You are responsible for checking Canvas regularly. Make sure to review your settings to ensure you receive immediate updates.

Class Conduct and Technology: Our classroom should be a professional and scholarly forum with an atmosphere of mutual respect and collective inquiry. We are colleagues who will treat one another courteously. Further, during our 2 ½ hours of weekly class time, students' focus should be on course content. Cell phones should be silenced and put away before class begins. Although I will allow laptops, I prefer that they not be used, as they can easily be a distraction to oneself and one's classmates. Further, research has found that students learn best by taking hand-written rather than typed notes. *I reserve the right to prohibit laptop use if I see they have become a barrier to effective teaching and learning.*

TULANE SPHTM POLICIES AND EXPECTATIONS

Tulane SPHTM Mission and Values: Students and faculty are expected to have a shared commitment to the school's mission, values and motto. <http://sph.tulane.edu/mission-and-values>

Academic Integrity: Students are required to adhere to the SPHTM Honor Code, available online at <https://tulane.box.com/v/honor-code-FULL>.

Academic standards policies for Master's Programs are also available online at <https://tulane.box.com/v/policy-academic-stand>.

Educational web sites may contain study guides for specific courses offered by Tulane University. While these sites can be useful learning tools, they should not contain information taken directly from Tulane courses. Tulane University considers lecture slides, recordings, videos, handouts, materials on Canvas, assignments, quizzes, and test questions to be proprietary. Web sites that offer these proprietary materials should be reported to the course instructor(s) and/or to the Dean's office. The use of unauthorized web sites that contain Tulane University's proprietary educational materials is considered a violation of the school's honor code.

Disability Access and Accommodations: It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University.

The Goldman Center for Student Accessibility offers assistance to all students and employees of Tulane, and accommodates them with modifications to their academic and work environments. <http://accessibility.tulane.edu/>

Tulane's One Wave Initiative:

"Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at titleix.tulane.edu. Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want."

Confidential	Private
<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277 or The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu
Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown - (504) 865-5911. Downtown – (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 314-2160 or msmith76@tulane.edu

FINAL NOTE

The information contained in this syllabus and the following course schedule provides a general plan for the course. These documents are subject to change with reasonable advance notice. Students are responsible for any changes announced in class or through Canvas.