

PUBHHBP 7528 – Foundations of Professional Practice in Health Promotion
2 credits – Spring 2026
Mondays, 12:10-2:00pm, Cunz Hall 330

Course Instructor

Tonni Oberly, PhD, MPH, City and Regional Planning and Health Behavior and Health Promotion, The Ohio State University, 2023 and 2016
359D Cunz Hall; 1-614-247-0856
Oberly.16@osu.edu

Instructor's Office Hours

Fridays 10:00-11:00am or by appointment

Zoom link: <https://osu.zoom.us/j/92238403808?pwd=Irun8sAeisYgPe0XFDPH7920BFtbGa.1&from=addon>

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails within 24 hours on school days.

Graduate Teaching Assistant (GTA)

Rayonna Booth, MPH booth.282@buckeyemail.osu.edu

GTA office hours: Wednesdays 12:00-1:00pm

[GTA office hours Zoom link](#)

GTA Responsibilities

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description

The Ottawa Charter for Health Promotion defines health promotion as *“the process of enabling people to increase control over, and to improve their health...a commitment to dealing with the challenges of reducing inequities, extending the scope of prevention, and helping people to cope with their circumstances...creating environments conducive to health, in which people are better able to take care of themselves”* (Epp,1986). This course will examine health promotion's place in public health practice and provide an overview of core competencies necessary to become an effective health promotion practitioner and public health leader.

Prerequisites

PUBHHBP 6520 or permission from instructor

Course Learning Objectives

1. Identify qualities, characteristics and skills of an effective leader in the field of health behavior/health promotion.
2. Prepare a grant application addressing an identified public health issue in a community.
3. Describe a Code of Ethics for the health education profession and provide examples of practical application.
4. Advocate for social and behavioral science intervention and policies.
5. Identify characteristics of various professional practice settings and the skills and competencies needed to work in those settings.
6. Demonstrate the use of different communication styles for different constituencies in public health.

Competencies:

MPH foundational public health competencies

9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
16. Apply leadership and/or management principles to address a relevant issue

Health Behavior and Health Promotion MPH specialization competencies

1. Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and difference levels of intervention (intrapersonal, interpersonal, and community).
2. Critically assess the scientific literature describing health promotion interventions.
4. Demonstrate cultural competency when planning health promotion and disease prevention activities.
5. Explain how health promotion efforts enable communities to influence their own well-being.

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Text/Readings:

Tom Rath and Barry Conchie. ***Strengths Based Leadership: Great Leaders, Teams, and Why People Follow, 1st Edition***. Gallup Press: N.Y. (January 6, 2009) (Note: Make sure you purchase a new book. There is a unique code in each book that you will need in order to access and complete your Strength Finder's assessment.)

Tori O'Neal-McElrath, Lynn Kanter, Lynn Jenkins English ***Winning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals, 5th Edition***. Jossey-Bass. (July 30, 2019).

Additional readings will be posted on the course Carmen Canvas site.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen, and all class assignments are expected to be submitted there by due dates posted in this syllabus. Check the carmen site, daily, for course updates.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** In-person
- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 4 hours of homework/active learning activities (e.g., reading and assignment preparation) to receive a grade of (C) average.
- **Attendance and participation requirements:** Students will be evaluated on their attendance, the quality of their participation in class sessions. Students are expected to attend all classes. However, if a student has an extenuating circumstance (e.g., unforeseen medical issues, death in the family, illness, etc.) that prevents them from attending class, they should notify the instructor of their absence and reach out to workgroup members to coordinate coverage of group work. If a student anticipates missing a class, open and honest communication is expected.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>

- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Individual Assignments: 25%

Students will complete several individual assignments throughout the semester. All individual assignments must be completed independently and must be original, self-generated work product. Please use an appropriate citation style when citing other people's work in your assignments. See the course Carmen page for assignment details. All assignments must be submitted in Carmen; emailed assignments will not be accepted or considered. Assignments are considered late starting the minute after the due date and time. Late assignments will receive half credit and will not be accepted after 48 hours from the due date.

- 1a: Good Decision Making: Evaluation Upload
- 1b: StrengthsFinder Results Upload
- 1f: Job description, cover letter, and resume
- 2e: Complete Grant DRAFT & Peer Review of Complete Grant Draft
- 2g: Required Self and Peer Evaluation (Grant)
- Required Self and Peer Evaluation (Policy plan or Media plan and Presentation)
- 4a: Preparation & Engagement in Professional Development Discussion

Group Assignments: 65%

Students will complete several group assignments throughout the semester. Please use an appropriate citation style when citing other people's work in your assignments. See the course Carmen page for assignment details. All assignments must be submitted in Carmen; emailed assignments will not be accepted or considered. Assignments are considered late starting the minute after the due date and time. Late assignments will receive half credit and will not be accepted after 48 hours from the due date.

- 1c: Self/Community Care Activity Class Presentation
- 1d: Professional Development Resource & Facilitated Discussion
- 2a: Draft Grant Needs Statement & Logic Model
- 2b: Actual Grant Mechanism Appropriate to Grant Topic
- 2c: Draft Grant Methods & Evaluation
- 2d: Draft Personnel, Grant Budget & Sustainability Plan
- 2f: Final Grant Application
- 3a: Policy Plan OR 3b: Media Plan
- 3c: Health Promotion Advocacy Presentation

Attendance: 10%

Students are expected to attend all classes and arrive on time. Exceptions are made for documented medical emergencies, religious observances, or pre-approved professional development (e.g., presenting at a conference). Please notify the instructor at least **48 hours in advance** for known absences. Students are permitted **one (1) unexcused absence** without a direct penalty to their final grade. Arriving more than 15 minutes late or leaving early counts as a "half-absence."

Grading

Final grades will be calculated based on the weighting scheme below. Final grades will be rounded to the nearest tenth. Grades will not be rounded per student request. Any extra credit opportunities will be offered to all students, not to individual students at their request.

The weighting of the course is described in the table below:

Category	Weight towards final grade
Individual assignments	25%
Group assignments	65%
Attendance	10%
Total	100%

Grading Scale

93–100: A	Outstanding work that reflects mastery of the material and ability to apply it critically and creatively
90–92.9: A-	Excellent work that reflects mastery of the material
87–89.9: B+	Good work that reflects mastery of most of the class material
83–86.9: B	Good work that reflects mastery of some of the class material
80–82.9: B-	Good work that reflects mastery of a few aspects of the class material
77–79.9: C+	Mediocre work that reflects familiarity with, but not mastery of the class material
73–76.9: C	Mediocre work that reflects familiarity with the class material
70–72.9: C-	Mediocre work that reflects little familiarity with class material
67–69.9: D+	Poor work that reflects familiarity with class material
60–66.9: D	Poor work that reflects little familiarity with class material
Below 60: E	Poor work that is not reflective of familiarity with class material

Final grades will be rounded to the nearest tenth. Grades will not be rounded per student request. If offered, extra credit opportunities will be offered to all students, not to individual students at their request.

Class Policies

Communicating with the instructor

- Email is the preferred way to communicate with me outside of the classroom.
- Allow at least 24 hours on school days before expecting a reply.
- Expect limited-to-no response over weekends and holidays.

Assignment Submissions

Submitting via Camen

- Unless otherwise specified, assignments are to be submitted to Carmen **before** 11:59pm on the due date.
- Assignments submitted via email will not be accepted
- It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with Carmen will not be accepted as sufficient reason for late or non-submission of required assignments.
- Submitting the wrong document or a blank document in Carmen will receive a grade of zero without the opportunity to resubmit after the due date.

Late Assignments

- Unless discussed prior to the due date, **late assignments will receive half credit if submitted within 48 hours of the due date. After 48 hours, assignments will not receive credit. Assignments are considered late starting at one minute after the due date/time.**

Assignment Formatting

- All assignments should include a header with student name, assignment title and due date.

- Unless otherwise specified, all assignments should have 1" margins, 11-12-pt font, and citations should follow the AMA or APA style. *Points will be deducted from your assignment if this is done incorrectly.*
- Strong writing skills and attention to detail will be critical in your public health professions. Please read all submissions carefully for content, spelling, punctuation, and grammar before turning them in. Written submissions with three or more grammatical/spelling errors will automatically be lowered one letter grade. The Writing Center at the Center for the Study of Teaching of Writing offers academic writing tutoring services for all students. The writing tutors work with students on any stage of the composing process, including: pre-writing, revising, or polishing a final version of a paper. Please take advantage of these services as necessary.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow AMA or APA style to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Expected Assignment Quality

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.
- **NOTE: The instructor reserves the right to change this syllabus at any time. Any changes to these policies or assignments will be discussed in class and posted on Carmen.**

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class are to develop foundational skills, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity\(opens in new window\)](#) policy and [Code of Student Conduct\(opens in new window\)](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct\(opens in new window\)](#).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a

request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week	Date	Readings & Topics	Assignment Due
		Module 1: Ethics & Leadership	
1	Jan 12, 2026	Introduction to the course & A Turn Towards the Professional Practice of Public Health	
2	Jan 19, 2026	Martin Luther King Jr. Day- no class	#1a: Good Decision Making: Evaluation Upload (Individual) DUE 1/25/26 by 11:59pm
3	Jan 26, 2026	<p>Ethics & Frameworks for Promoting Health Equity in Public Health Practice</p> <p>Required readings due at beginning of class: Cohen L, Swift S. The spectrum of prevention: developing a comprehensive approach to injury prevention. Injury Prevention 1999;5(9903). (CARMEN)</p> <p>Warnecke R, Oh A, Breen N, et. al. Approaching Health Disparities from a Population Perspective: The National Institutes of Health Centers for Population Health and Health Disparities. American Journal of Public Health 2008;98(9):1608-1615. (CARMEN)</p> <p>Fielding JE, Teutsch S, Breslow L. A Framework for Public Health in the United States. Public Health Rev Public Health Reviews 2010;32(1):174-189. (CARMEN)</p> <p>10 Essential Public Health Practices (2020). Retrieved from the CDC website Public Health Professionals Gateway: https://www.cdc.gov/public-health-gateway/php/about/?CDC_AAref_Val=https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html (CARMEN)</p> <p>Podcast Leading to Wellbeing, Well-being in Decision Making https://open.spotify.com/episode/0tIL9dCgIWfsSWOXJrG2VZ?si=j3HCwN6SRiSTPzm51ZfyAA</p>	#1b: StrengthFinders Results Upload (Individual) DUE 2/1/26 by 11:59pm
4	Feb 2, 2026	<p>Strength Leadership in Health Promotion Practice</p> <p>Guest Lecture Ana C. Berrios Allison, PhD, LPC Career Services Counselor Buckeye Commons, Office of Student Life</p> <p>Required reading due at beginning of class: Tom Rath and Barry Conchie. Strengths Based Leadership: Great Leaders, Teams, and Why People Follow, 1st Edition. Gallup Press: N.Y. (January 6, 2009), see assignment instructions for pages (BOOK)</p>	#1f: Job description, cover letter, and resume (Individual) DUE 2/8/26

		Podcast Leading to Wellbeing, The Value of Human-Centered Leadership Development https://open.spotify.com/episode/3l3XRSUbj73j8GoZTLr5lC?si=uHKEJhZ8S-SjZ0KQ-BU-Q	
5	Feb 9, 2026	Resume workshop Podcast: Leading to Well-being Leveraging Transferable Skills https://open.spotify.com/episode/5JWbbfrrEwuvJksIMJzxEJ?si=AU7lVPTTNKgBCFNkp2sxQ Podcast: Public Health SPOTlight Podcast, Landing Your First Public Health Job without Experience https://open.spotify.com/episode/01hmTkljyi5ynudsqm5xvD	
Module 2: Grant Writing for Health Promotion Practice			
6	Feb 16, 2026	Grant Writing Part: Assessing Need & The Funding Landscape O’Neal-McElrath, T. Winning Grants Step by Step . <u>Introduction</u> An Overview of the Grant seeking Process, <u>Step 1</u> Developing the Proposal Idea, <u>Step 2</u> Developing Relationships with Funders, pages 1-28 ONLY. (BOOK) NACCHO (2015) Mobilizing for Action Through Planning and Partnership (MAPP) Users Handbook , select readings for partnership development & visioning (pages 3-51), Four MAPP Assessment (pages 57-100) & Identify Strategic Issues (pages 101-122) (CARMEN) ----- <i>Open and skim by the beginning of class—know the resources available to you:</i> NACCHO (2011) The Community Guide Uses and Benefits for Local Health Departments (2 pages) (CARMEN) Convergence Partnership (2022) Funding Narrative Change , pages 1-27 (27 pages) (CARMEN)	#2b: Actual Grant Mechanism Appropriate to Grant Topic (Group) Due 2/22/26
7	Feb 23, 2026	Grant Writing Part 2: Logic Model, Goals & Objectives & Identify Strategies By Class: Review Professional Development Resource <i>Required Reading due at the beginning of class:</i> O’Neal-McElrath, T. Winning Grants Step by Step . <u>Step 3</u> Writing a Compelling Problem Statement, <u>Step 4</u> Defining Clear Goals and Objectives, <u>Step 5</u> Developing the Strategies, pages 29-58 ONLY. NACCHO. NACCHO (2015) Mobilizing for Action Through Planning and Partnership (MAPP) Users Handbook , Formulate Goals and Strategies (pages 101-136)	#2a: Draft Grant Needs Statement & Logic Model (Group) Due 3/1/26

		<p>-----</p> <p><i>Open and skim by the beginning of class—know the resources available to you:</i></p> <p>Annie E. Casey Foundation (2010) Advocacy & Policy Change Evaluation: A Primer. Retrieved at: https://www.orsimpact.com/DirectoryAttachments/132018_25146_808_Advocacy-and-Policy-Change-Primer.pdf</p> <p>Guthrie (2005) The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach. https://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/2005_-_Guthrie_-_The_challenge_of_assessing_policy_advocacy.pdf (CARMEN, open and skim)</p> <p>Coffman (2009) A User’s Guide to Advocacy Evaluation Planning. Retrieved from Harvard Family Research Project: https://archive.globalfrp.org/publications-resources/browse-our-publications/a-user-s-guide-to-advocacy-evaluation-planning and 2 page Advocacy Evaluation Worksheet: https://archive.globalfrp.org/var/hfrp/storage/fckeditor/File/file/Supporting%20files%20for%20publications/UserGuideAdvocacyEvaluationPlanningWorksheet.pdf (CARMEN, open and skim)</p> <p>Craft S.M.A.R.T. Objectives Tool – Hawaii (excel spreadsheet) (CARMEN, open and skim)</p> <p>Reisman (2007) A Guide to Measuring Advocacy and Policy (2007) by the Annie E. Casey Foundation and Organizational Research Services. Download from: https://www.aecf.org/resources/a-guide-to-measuring-advocacy-and-policy (CARMEN, open and skim)</p> <p>Reisman (2007) A Handbook of Data Collection Tools: Companion to “A Guide to Measuring Advocacy and Policy” by the Annie E. Casey Foundation and Organizational Research Services. Retrieved from Organizational Research Services: https://www.orsimpact.com/directory/a-handbook-of-data-collection-tools.htm (CARMEN, open and skim)</p>	
8	Mar 2, 2026	<p>Grant Writing Part 3: Evaluation & Sustainability Strategies</p> <p><i>Required Reading due at the beginning of class:</i></p> <p>O’Neal-McElrath, T. Winning Grants Step by Step. <u>Step 6</u> Preparing the Evaluation Component, and <u>Step 7</u> Developing a Statement of Sustainability, ONLY.</p>	#2c Draft Strategies & Evaluation (Group) Due 3/8/26

		Freedman A, Luester S, Jernigan J. Evaluation public health resources: What happens when the funding disappears? 2013;10:130130. DOI: http://dx.doi.org/10.5888/pcd10.130130	
9	Mar 9, 2026	Grant Writing Part 4: Budget & Organizational Oversight <i>Required Reading due at the beginning of class:</i> O’Neal-McElrath, T. Winning Grants Step by Step . <u>Step 8</u> Developing the Proposal Budget, <u>Step 9</u> Writing the Organizational Background Component, <u>Step 10</u> Writing the Proposal Statement, <u>Step 11</u> Submitting the Application and <u>Step 12</u> Sustaining Relationships with Funders, pages 75-115 ONLY.	#2d: Draft Personnel, Grant Budget & Sustainability Plan (Group) Due 3/15/26 #2e: Complete Grant Draft (Individual) & Peer Review of Complete Grant Draft (Individual) Due 3/15/26
10	Mar 16, 2026	Spring Break- no class	
11	Mar 23, 2026	Task Group Working Day – Grant Draft <i>Required Reading due at the beginning of class:</i> Podcast: Grant Writing Made Clear, “Powerful Tips to Instantly Improve Your Writing” Podcast: Grant Writing Made Clear with Dr. Trenette, “Why Grant Writing is Helpful Beyond the Money”	
12	Mar 30, 2026	In-Class Grant Peer Review Simulation <i>In class today you will be completing a grant peer review similar to those you may be asked to conduct in a community setting.</i> Reading NIH All About Grants Podcast, “Simplified Review Framework” https://grants.nih.gov/news-events/podcasts?episode=1124	
13	Apr 6, 2026	Task Group Working Day – Final Grant <i>Required reading due today: (Though we won’t be discussing until next class)</i> USAID and Measure. <i>Making Research Findings Actionable</i> from MEASURE Evaluation, funded by the United States Agency for International Development (USAID) through Cooperative Agreement GHA-A-00-08-00003-00. (December 2009) MS-09-39, (8 pages). (CARMEN) Ibrahim, AM. (December 2016). A Primer on How to Create a Visual Abstract, p. 1-9. (9 pages) (CARMEN) Wolfe, Rebecca. (2013). POLICY BRIEFS: A guide to writing policy briefs for research uptake. Resilient & Responsive Health Systems, p 1-17 (17 pages) (CARMEN)	#2f: Final Grant Application (Group) Due 4/12/26 #2g Required Self and Peer Evaluation (Grant) (Individual) Due 4/12/26

		The National Association of County & City Health Officials. The NACCHO Advocacy Toolkit. (Feb 2022) (10 pages): Check for new version in Feb 23 (CARMEN)	
Module 3: Advocacy Toolkit for Structural Change			
14	Apr 13, 2026	<p><i>Required reading & online training due at the beginning of class:</i></p> <p>Schillinger D, Chittamuru D, Ramirez AS. From “Infodemics” to Health Promotion: A Novel Framework for the Role of Social Media in Public Health. American Journal of Public Health. 2020;110(9):1393-1396.</p> <p>Stellefson M, Paige SR, Chaney BH, Chaney JD. Evolving Role of Social Media in Health Promotion: Updated Responsibilities for Health Education Specialists. Int J Environ Res Public Health. 2020 Feb 12;17(4):1153. doi: 10.3390/ijerph17041153. PMID: 32059561; PMCID: PMC7068576.</p> <p>Scott, J.T., Maryman, J. (2016). Using Social Media as a Tool to Complement Advocacy Efforts. Global Journal of Community Psychology Practice, 7(1S), pages 1-22.</p> <p>Moran, Nick. (2022) Adapting Public Health Messages for Social Media: Tips You Can Use with Your Communities. Johns Hopkins School of Public Health. View at: https://www.youtube.com/watch?v=SFzKxflU8Ic (25 minutes)</p> <p>-----</p> <p><i>Other social media toolkit resources available to you:</i></p> <p>**Healthy Start Communication and Outreach Toolkit (great outline for developing a communication plan-use for Media Plan assignment) http://healthystartepic.org/wp-content/uploads/2016/07/HS2016CommunicationOutreachToolkit-1.pdf (CARMEN)</p> <p>CDC. Social Media Toolkit https://www.cdc.gov/socialmedia/tools/guidelines/index.html, explore website (CARMEN)</p> <p>European Centre for Disease Control and Prevention (2020) Social Media Strategy Development—A guide to using social media for public health communication (CARMEN)</p> <p>NACCHO (2021) Social Media Toolkit: A Primer for Local Public Health Department PIOs and Communication Professionals 2.0 (CARMEN)</p>	
15	Apr 20, 2026	<p>Task Group Working Day – Policy/Media Plan & Presentation <i>No required readings for today.</i></p>	#3a Policy Plan including Policy Brief & Talking Points (Group)

			<p>OR</p> <p>#3b Media Plan including Visual Abstract/Fact Sheet or Op-ed & Social Media Post (Group)</p> <p>Due 4/26/26</p>
16	Apr 27, 2026	<p>Advocacy Presentation by Task Groups</p> <p>In-class activity: Self & Peer Reflection (you will not receive a grade unless this is complete)</p> <p>Task Group Activity: presentation & self/group evaluation</p>	#3c Health Promotion Advocacy Presentation (Group)

Alignment of Competencies with Assessments

Competencies	Assignment 1 (Ethics and leadership)	Assignment 2 (Grant)	Assignment 3 (Policy or Media Plan)
MPH foundational public health competencies			
9. Design a population-based policy, program, project or intervention		x	x
11. Explain basic principles and tools of budget and resource management		x	
17. Apply leadership and/or management principles to address a relevant issue	x		
Health Behavior and Health Promotion MPH specialization competencies			
1. Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and difference levels of intervention (intrapersonal, interpersonal, and community).		x	x
2. Critically assess the scientific literature describing health promotion interventions.		x	x
4. Demonstrate cultural competency when planning health promotion and disease prevention activities.		x	x
5. Explain how health promotion efforts enable communities to influence their own well-being.		x	x