

**Assurance of Student Learning Report
2022-2023**

College of Health and Human Services

Department of Public Health

Master of Public Health Ref no: 152

Kristen Brewer

Is this an online program? Yes No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here both online and face to face
 Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Synthesize foundational MPH competencies

Instrument 1 Direct: Integrative learning experience (ILE)/capstone paper

Instrument 2 Indirect: Student self-assessment of competency development (MPH Exit Survey)

Based on your results, check whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Program Student Learning Outcome 2: Apply MPH competencies in collaboration with public health/related professionals

Instrument 1 Direct: Summary Report: Applied practice experience projects

Based on your results, check whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Program Student Learning Outcome 3: Develop plan, program, or policy to address a public health problem.

Instrument 1 Direct: Program plan (PH 575)

Instrument 2 Direct: Policy Brief (PH 548)

Based on your results, check whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Assessment Cycle Plan:

Nothing will change in terms of the timeline. All were assessed directly in courses or indirectly through student surveys.

Program Student Learning Outcome 1

Program Student Learning Outcome	Synthesize foundational MPH competencies.
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Measurement Instrument 1	<p>NOTE: Each student learning outcome should have <u>at least one direct measure of student learning</u>. Indirect measures are not required.</p> <p><u>ILE paper:</u> Students produce a professionally written paper that synthesizes MPH program competencies and minimally includes a four parts: 1) thorough overview of the public health problem; 2) literature review, 3) critical analysis/results, and 4) public health recommendations. Rubric is attached.</p>		
Criteria for Student Success	Students will earn a mean score of 2.0 or higher (of 3) on their ILE overall, and on each of the four parts mentioned above.		
Program Success Target for this Measurement	80% of students graduating in AY 19-20 will meet the criteria for student success.	Percent of Program Achieving Target	100%
Methods	The census of MPH graduating in AY 21-22 was assessed (N=12). Two independent reviewers assessed each ILE, rating each part as high pass (3), pass (2), low pass (1), or did not pass (0). A mean score was computed by averaging the scores of the four parts. Each rater's scores (parts and overall) were averaged, creating a single score for each student. For ASL reporting, these mean scores were categorized by scores ≥ 2 and <2 .		
Measurement Instrument 2	<u>MPH Exit Survey:</u> Graduating students are required to complete an exit survey, which is administered through Qualtrics. In one section, students self-assess competency development overall using a five-star system. This singular item is a global measure of student perceptions on how well the program developed the required foundational and program competencies.		
Criteria for Student Success	Students rate competency development with 4 or more stars (out of five, with five being the highest).		
Program Success Target for this Measurement	80% of respondents will meet criteria for student success	Percent of Program Achieving Target	85%
Methods	Census of graduating students in AY 22-23 complete mandatory MPH exit survey through Qualtrics (N=17). System identifies who has completed the survey, but responses are not linked to the respondents. Results are analyzed descriptively (frequency, central tendency). Frequency data are recoded in and compared to target. Current coordinator does not have access to this data.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<u>Results:</u> all results were as expected. Our ILE rate is higher than target			
<u>Conclusions:</u> We changed the ILE reviewer process to two readers who review student ILE. We think this change helps to ensure students are getting additional insight into their work and synthesis of competencies. It also allows two faculty members to review and discuss any issues together to better guide the student. Also, this year does not have student exit survey data to report as the interim MPH coordinator does not have access to results. New surveys are developed and this will be fixed in the next year.			

****IMPORTANT - Plans for Next Assessment Cycle:** We are in the process of hiring an accreditation specialist as well as at least one faculty member. This will allow us additional resources to develop more efficient ways of tracking and reporting student learning outcomes

Program Student Learning Outcome 2			
Program Student Learning Outcome	Apply MPH competencies in collaboration with public health/related professionals.		
Measurement Instrument 1	Applied practice experience products. Our accrediting agency requires each student to complete a minimum of two competency-based products in collaboration with a public health/related agency.		
Criteria for Student Success	Products created during applied practice experiences will demonstrate alignment with MPH competencies.		
Program Success Target for this Measurement	90% of graduates' products align with five or more competencies	Percent of Program Achieving Target	100%
Methods	Students' applied products are assessed using the CEPH competencies throughout their program. A summary database is maintained and products are kept in individual files on the shared drive. Prior to each student's graduation, these documents/files are audited and assessed for compliance. Products include such deliverables as a lesson plan, database, infographic, presentation, webpage, report, program proposal, social media plan, etc. N=23		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
Results: Results were about what was expected as students must have achieved this in order to graduate.			
Conclusions: We began embedding opportunities in class where students work with outside agencies facilitated by the instructor. This allows for both the experience of working with and for a public health agency while instructor provides oversight to help ensure products align with competencies. This does require additional effort and facilitation outside of a standard class project, and may not always be available depending on agency(ies) needs, but it works great when it is an option.			
Plans for Next Assessment Cycle: As a group the faculty like the embedded project option as it helps ensure students are meeting the desired outcomes, so working to develop a strong list of agencies we can continue to collaborate with will be crucial for the sustainability of this. The abovementioned accreditation specialist and new faculty will be able to help assist with this.			

Program Student Learning Outcome 3	
Program Student Learning Outcome	Develop plan, program, or policy to address a public health problem.
Measurement Instrument 1	<u>Program Proposal:</u> Based on an identified public health problem, PH 575 students develop a program proposal which includes program goals and objectives, budget, marketing, and sustainability.

Criteria for Student Success	Students score 80% or higher on program proposal.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	91%
Methods	Planning projects are graded by the course instructor. Individual grades are reported on a census of students completing PH 575 during academic year. Rubric attached. N=22		
Measurement Instrument 2	Policy Project: Students in PH 548 assess existing policy for its impact on public health issues and make recommendations for policy change.		
Criteria for Student Success	Students score at least 80% on policy project.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	90%
Methods	The policy paper is graded by the course instructor. Individual grades are reported on a census of students completing PH 548 during academic year. N=21		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<u>Results:</u> Are the results what was expected or not? Explain			
<u>Conclusions:</u> What worked? What Didn't? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.			
<u>Plans for Next Assessment Cycle:</u> As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. All changes need not lead to quantitative results.			

***** Please include Curriculum Map (below/next page) as part of this document**

Content Coverage for MPH	
Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy, and values	PH580: Public Health Foundations and Practice
2. Identify the core functions of public health and the 10 Essential Services*	PH580: Public Health Foundations and Practice
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PH520: Biostatistics
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PH580: Public Health Foundations and Practice
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PH580: Public Health Foundations and Practice
6. Explain the critical importance of evidence in advancing public health knowledge	PH580: Public Health Foundations and Practice
7. Explain effects of environmental factors on a population's health	PH584: Environmental Health
8. Explain biological and genetic factors that affect a population's health	PH584: Environmental Health
9. Explain behavioral and psychological factors that affect a population's health	PH587: Health Behavior
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PH580: Public Health Foundations and Practice
11. Explain how globalization affects global burdens of disease	PH584: Environmental Health
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PH584: Environmental Health

Assessment of Competencies for MPH		
Competency	Course number(s) and name(s)*	Describe specific assessment opportunity ⁿ
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	PH 582: Epidemiology	PH582: Assignment 9 requires students to assess whether size of stones is a confounding or interaction variable and report the association between type of surgery and success of treatment of renal calculi based on the data given.

2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PH 520: Biostatistics PH 591: Health Program Evaluation	PH 520: Assignment 1 requires students to select appropriate quantitative and qualitative data collection methods to collect data on water quality, mother's smoking and drinking history, and opinion whether drinking water during the pregnancy is a concern. PH 591: written assignment requires student to select appropriate quantitative and qualitative data collection methods to gather baseline information and to design an intervention program.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	PH 520: Biostatistics PH 591: Health Program Evaluation	PH 520: Final project will require students to analyze quantitative NHANES 2015-2016 data using SAS. PH 591: Written assignment requires students to analyze the excerpt obtained through a qualitative data collection process and identify at least two recurrent themes using Microsoft Excel or Word.
4. Interpret results of data analysis for public health research, policy or practice	PH 520: Biostatistics.	PH 520: Final project will require students to analyze data from NHANES year 2015-2016 and interpret the findings whether there is racial disparity on the health.
Public Health & Health Care Systems		
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	PH 580: Public Health Foundations and Practice	PH 580: Response paper 2: Compare and contrast the organization, structure, and function of the Cuban and US public and health care systems.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	PH 580: Public Health Foundations and Practice	PH 580: Causal loop diagram narrative: Narrative description of causal loop diagram discusses and explains how multiple factors (structural bias, social determinants of health, racism, colonialism, etc.,) lead to health disparities in diabetes.
Planning & Management to Promote Health		
7. Assess population needs, assets, and capacities that affect communities' health	PH 575: Program Planning in Public Health Practice	PH 575: Program proposal: students work to conduct a needs assessment for a local agency.
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	PH 578: Health Inequities	PH 578: Intervention plan: Students apply awareness of cultural values and practices in a proposal for an evidence-based intervention (may include policy recommendations) to reduce this health inequality.

9. Design a population-based policy, program, project, or intervention	PH 575: Program Planning in Public Health Practice	PH 575: Program proposal: students work to design and develop a program for local agency based on needs assessment or agency identified need.
10. Explain basic principles and tools of budget and resource management ¹	PH 575: Program Planning in Public Health Practice	PH 575: Program proposal: Students include a budget and plan for management of resources.
11. Select methods to evaluate public health programs	PH 591: Health Program Evaluation	PH 591: written assignment requires students to select methods to evaluate a homeless intervention program.
Policy in Public Health		
12. Discuss the policy-making process, ² including the roles of ethics and evidence	PH 548: Community Organizing in Public Health	PH 548: Midterm exam question 1: Case study analysis Students discuss the policy-making process based on a case study analysis of the mask mandate in Kentucky K-12 schools.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PH 548: Community Organizing in Public Health	PH 548: Advocacy project requires students to propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations ³	PH 548: Community Organizing in Public Health	PH 548: Advocacy Project: Students create a fact sheet and elevator speech to educate policymakers and advocate for policy change.
15. Evaluate policies for their impact on public health and health equity	PH 578: Health Inequities	PH 578: Case study analysis: Evaluate a specific policy and its impact on health disparities/health equity.
Leadership		
16. Apply leadership and/or management principles to address a relevant issue ⁴	PH 548: Community Organizing in Public Health	PH 548: Final exam question 3 requires students to create and apply collaborative leadership to ensure community buy in.
17. Apply negotiation and mediation skills to address organizational or community challenges ⁵	PH 548: Community Organizing in Public Health	PH 548: Final exam question 4: Apply negotiation and mediation skills in a scenario requiring leadership to bridge the gap between community needs and health department grant funded initiatives.
Communication		
18. Select communication strategies for different audiences and sectors	PH 575: Program Planning in Public Health Practice	PH 575: Program proposal: Students must select and discuss communication and marketing strategies for their selected audiences.
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	PH 548: Community Organizing in Public Health	PH548: Policy brief project: "One-pager" fact sheet and elevator speech on chosen policy issue

20. Describe the importance of cultural competence in communicating public health content	PH 575: Program Planning in Public Health Practice	PH 575: Quiz question 5. Students are asked to describe the importance of cultural competence in communicating public health content.
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health ⁶	PH 548: Community Organizing in Public Health	PH 548: Community Organizing/MAPP Project: Students integrate the perspective of a key stakeholder from another sector (via interview) into their community assessment and strategic issue identification.
Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative ⁷	PH 580: Public Health Foundations and Practice	PH 580: Causal Loop Diagram: Students create a causal loop diagram to illustrate the impact of social determinants of health on diabetes rates in the Tohono O'odham community.

ILE Rubric

CONTENT REQUIREMENT	High Pass (3)	Pass (2)	Low Pass (1)	Does Not Pass (0)
<p>Clearly described public health issue: <i>Public health issue is clearly defined, sufficiently focused, and supported by current evidence.</i></p>	<p>Topic is clearly defined and focused. The importance of the topic is well articulated and supported by current data and other reputable sources.</p>	<p>Topic is sufficiently defined and focused. The importance of the topic is adequately articulated and supported by current data and reputable sources.</p>	<p>Topic is not well defined and/or focused. The importance of the topic is marginally supported by current data and/or other reputable sources.</p>	<p>Topic is poorly define and unfocused. Importance is insufficiently supported.</p>
<p>Literature Review: <i>Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue</i></p>	<p>Evidence is relevant, timely, and clearly summarized with sources correctly cited. Vast majority of supporting evidence come primarily from peer-reviewed journals and other reputable professional sources.</p>	<p>Evidence is mostly relevant and timely, and sufficiently summarized. Most supporting evidence come from reputable sources.</p>	<p>Evidence is marginally relevant, timely, and/or summarized. An adequate amount of evidence come from reputable sources.</p>	<p>Evidence is not relevant, timely, and/or adequately summarized. An inadequate amount of evidence comes from reputable sources.</p>
<p>Critical Analysis: <i>Insightful discussion relative to content form and supporting evidence.</i></p>	<p>Discussion is thoughtful and insightful, and clearly informed by evidence.</p>	<p>Discussion is sufficient, but but somewhat lacking in thoughtfulness, insight, and understanding of evidence.</p>	<p>Discussion is marginally sufficient, but lacks depth of thoughtfulness, insight, and/or understanding of evidence.</p>	<p>Discussion is inadequate, and does not demonstrate insight or adequate understanding of evidence.</p>
<p>Discuss public health implications: <i>Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical</i></p>	<p>Recommendations flow logically from evidence, are well-argued, and/or are comprehensive, feasible, innovative, and/or ethical</p>	<p>Recommendations somewhat flow logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical</p>	<p>Recommendations do not logically follow from evidence, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical</p>	<p>Does not provide relevant recommendations.</p>

PH 591
Evaluation Report

Before dedicating the resources to implement the program statewide, funders want to know if the pilot test was successful. You have been asked to prepare a comprehensive report and present your findings at a meeting with staff from both organizations.

Report

Please structure your report as such:

- Cover page
- Table of Contents
- List of Tables
- List of Figures
- Executive Summary: Even though this comes first, it is written last. It provides a brief BUT SPECIFIC AND MEANINGFUL overview of the evaluation, and then bullet points some of the salient findings. This is the ONLY place in your report where bullet points are acceptable.
- Introduction: Your report should begin by providing a succinct rationale for the program overall (think social and epi diagnosis from P-P). This is a mini-literature review about the underlying issue, and should be no more than two pages. Anyone who reads this should understand the need for the program.
- Description of Program: Begin this chapter by identifying the purpose of the program. The rest of this chapter should very clearly describe the program activities and why they were designed as such (think theory). Think critically about this. This section MUST include a visual logic model of the program. This section is what would be in the program theory or PRECEDE. Use subheadings, tables, and/or charts as needed to clarify or summarize.
- Evaluation: This chapter will begin with an overview of the purpose of the evaluation, the type and levels of evaluation conducted, sampling, and design. While you are writing for a lay audience, you still want to include appropriate terminology so that the funding agency will know that this is a sound evaluation. Be specific. Then, include the following sections:
 - Process Evaluation: Begin this section with an overview paragraph about the purpose of process evaluation. Then you will describe what was done and found. Report the facts, and refrain from interpreting, making recommendations, criticisms, etc. Use subheadings, tables, and/or charts as needed for clarity.
 - Impact Evaluation: Begin this section with an overview paragraph about the purpose of impact evaluation and then, in detail, how impact was measured. Include these subsections
 - Data Collection: This is related to how/when data were collected. Include response rates here.
 - Measures: Identify each of the measures. Describe the items within each measure, how they were measured, recoded, computed, etc.
- Results: You will have two primary sub-sections: Descriptive Results and Inferential Results. Your results section should report and describe the findings of your statistical analyses. It should NOT interpret or make judgments about them.
 - Descriptive Results: Create two tables and write narratives for each. The first table will be your descriptive results for demographic variables by group (intervention or control). The second table will include the data for the measures (and related items) by group. Please include the appropriate test statistics on tables and in text, etc., even though this is part of your descriptive

results. Think about WHY I am asking you to include these inferential data. HINT: This should look like a condensed and cleaned up version of your Homework 7.

- Inferential Results: At minimum, you should create one table looking at post-test data for all measures (and related items) and write a narrative about it. While I do not want you to formally state the hypotheses or decisions, you should think in those terms in this section. Make sure to include appropriate test-statistics, etc. in your narrative and on tables. If there are other analysis that you think are important, include them, making sure to explain the purpose, findings, etc.
- Conclusions: This is where you interpret your findings and make judgements about the program's effectiveness in terms of both process and impact. As part of the impact, think critically about your findings and whether they make sense relative to theory. If there are things that are not consistent, think about why.
 - Limitations: Include a section that talks about the limitations of the evaluation (think internal and external validity, etc.)
- Recommendations: Based on the findings, what do you recommend the stakeholders do? Be specific but do NOT suggest a specific activity. For example, you may recommend that activities to increase (insert theoretical construct) be designed or that a way of more accurately measuring (insert variable here) be created.
- References
- Appendices

General Instructions for Report

- The narrative portions of your report should be double-spaced; tables should be single spaced. Margins should be 1" all around.
- Use Calibri 12 point font.
- I prefer using [AMA style](#)¹ in-text citations for evaluation reports as it is a cleaner look than APA. You are welcome to use either for in-text citations and references.
- Your tables should be formatted as shown in the lectures.
- You are not allowed to use the words "should," "need," or "must" in the paper. I will deduct 5 points for each "should" or "must" in your paper. => I also do not want to see "I/We think/feel/believe" statements anywhere in your report.
- Your report should use appropriate grammar and be free from spelling and punctuation errors. I always recommend having several sets of eyes proof-read your paper and to utilize the writing center if you're not a strong writer.
- Your report should be written with a lay audience in mind, but also include (where appropriate) necessary statistical information. **Do not include the word hypothesis(es) anywhere.**
- Do not use a running head; you do, however, need to use page numbers.
- Your visual depictions need to be labeled sequentially as figures (eg, Figure 1. Overview of....; Figure 2. Logic Model of....). The figure number, title, and page number are what you include in the list of figures. Similarly, the table number, title, and page number are what you include in the list of tables.
- If you use graphs for inferential data, make sure to include data tables in the appendix that support them. Do not put both tables and graphs in your narrative section.

Expectations

I expect thought. Deep, critical thought. While much of the report includes and builds on homework assignments, these have been components and not fully discussed in terms of rationale, etc. There are also

things that I allude to, rather than spelling out. That's because I want you to think instead of just following instructions.

Remember, you are evaluators.

Grading

Points	Section
5	Executive Summary
8	Intro
12	Description
20	Evaluation
20	Results
15	Conclusions
15	Recommendations
5	Format
100	Total

PH 575: Program Planning in Public Health Practice

Program proposal assignment instructions

Double-spaced

12-point standard font

References and in-text citations in APA format

Overview

Over the course of the semester, you will work on a group project culminating in a written and presented program proposal. Students will work together to prepare a written proposal as well as a power point presentation designed to be given to an organization for approval (may include board members, stakeholders, key informants, etc.).

Keep in mind, you will need to divide sections and assign a leader to each. Obviously one person will be responsible for leading multiple sections, so make sure you check and see how best to divide the leadership aspect as equally as possible. Also, each student is responsible for assisting with EACH section in some part.

You will need to communicate with each other at every step of this process. Please reach out to me immediately if you are having difficulty with any aspect of this. Remember, you are creating an ACTUAL program proposal for KY Cancer West. You will be required to meet with a representative from this program at least three times throughout the semester. This may be done through discussion posts, recorded video, presentation or another means pre-approved by me.

Below is a description of what is to be included in each section of the program proposal.

Selection/Discussion of Health Issue: Based on options and information provided by Kentucky Cancer West, students will identify the health focus for the program plan.

Description of the Target Population/Audience: Students will provide a detailed description of the group which the program is being designed. The description should be supported by research, include population data specific to the population, and include characteristics that are unique to the chosen population.

Needs Assessment/Rationale: Conduct a needs assessment for the program based on current literature and data and identify the health issue the program will address. This should include information to support the need for the proposed program; incorporate data related to health status, health-risk behaviors and lack of programs. Describe impact of the social determinants of health on issue.

Program Description/Goals and Objectives: Develop the mission statement, program setting, goals and objectives, and the program description for the program plan.

Planning Model: Develop and fill out planning model related to the program.

Intervention strategies: Create and submit detailed plans describing the activities to be used to accomplish the program objectives. Describe theoretical constructs that will be applied to the health issue/program and identify why these constructs are an appropriate choice.

Identify and describe relationship of the Stakeholders, Coalition Members, Partnerships and Taskforce: Create and submit a detailed description of the current stakeholders, coalition members, partnerships and taskforce. This description should include commentary explaining how they benefit from the program plan and/or why they have established the relationship with the target population. Also, the method used to identify stakeholders and build coalitions and partnerships should be described. Students will determine whether additional members should be added as partners or coalition members and provide strategies to identify stakeholders, coalition members and identify partnerships.

Identification and Allocation of Resources: Personnel, facilities, equipment/supplies and timelines needed for the program are described. Budget MUST be included.

Marketing strategy: Describe the marketing strategy and techniques to be used for the program. Cultural competence should be illustrated in communication tools. Sample of selected strategies will be submitted. Examples of these include: brochure, billboard (can use power point for this), audio ad, social media ad, etc..

Implementation plan: Students will describe plan to implement program including location, strategies, scope, and timeline. Identify potential barriers and plans to address them.

Evaluation plan: Describe manner in which the program will be evaluated. Discuss plans for how process evaluation will be conducted. Do NOT include hypothetical data. This is a plan for how data will be conducted and used.

Assess competencies: 4, 7-11, 18

<p>Required elements (Worth 50 points)</p>	<p>Includes all required elements. Follows all directions. Content is reflective of graduate level work.</p> <p>40-50 points</p>	<p>May not include all required elements. May not follow all directions. Not very clear or somewhat well-organized. Content may not be reflective of graduate level work.</p> <p>21-39 points</p>	<p>Does not include all required elements. Not organized. Not reflective of graduate level work.</p> <p>0-20 points</p>	<p>Feedback:</p>
<p>Application of Course material (Worth 50 points)</p>	<p>Applied constructs from course material appropriately and provides detailed explanations. Supports points. Student displayed critical thinking/introspection in post or response.</p> <p>40-50 points</p>	<p>Applied constructs from course material inappropriately or does not provide detailed explanation or support. Weak display of critical or introspective thinking.</p> <p>21-39 points</p>	<p>Does not use constructs appropriately. No or minimal support or explanations. Does not display critical or introspective thinking.</p> <p>0-20 points</p>	<p>Feedback:</p>
<p>Teamwork (Worth 10 points)</p>	<p>Worked well with partner. Communicated effectively and timely and completed equal amount of work.</p> <p>8-10 points</p>	<p>Worked okay with partner. May have not communicated well or timely. May not have completed equal share of work.</p> <p>3-7 points</p>	<p>Did not work well as a partner. Was difficult to reach or respond to communication. Did not compete fair share of work.</p> <p>0-2 points</p>	<p>Feedback:</p>
<p>Grammar, mechanical, or syntax issues (Worth 5 points)</p>	<p>Free of this type of errors.</p> <p>4-5 points</p>	<p>Few of these types of error.</p> <p>1-3.5 points</p>	<p>Several of these errors.</p> <p>0 points</p>	<p>Feedback:</p>

References (Worth 10 points)	Uses and cites credible references using APA style. 10 points	Uses credible references, but not in APA style. 7.5 points	Does not use any references or does not use credible sources. 0 points	Feedback:
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Policy Project

Be sure to read this document carefully and ask any questions you have. This project is multi-part, and you will be evaluated on each component.

For this project, you will create an abbreviated policy brief and supporting material in which you identify and articulate a public health problem; identify and analyze multiple policy options; and strategize on how to develop your chosen policy solution. As part of that strategy, you will create advocacy materials.

Final products:

You will turn in three components for this project:

- (1) an abbreviated policy brief
- (2) a fact sheet (a “one pager”)
- (3) a recorded presentation of your elevator speech.

Detailed instructions for each follow.

Product 1: Abbreviated policy brief.

A policy brief is a document meant to advise a public actor (usually a legislator or other policy maker) to take a specific course of action. While the content of the policy brief must be factual and evidence-based, the brief is also a piece of persuasive writing. It is not an academic research paper! You will need to present your research in a way that prompts the desired response. Your policy brief should follow this structure:

Cover page with title, date, name

Executive summary (essentially, an abstract. In full-length policy briefs, this may be several pages long; here it should be about two paragraphs long and summarize *the full brief*, including the problem statement, your evaluation of the problem, potential policy solutions, and your analysis and recommended solution.) In your policy brief, the executive summary comes first—right after the cover page. However, you will draft this section last—after you’ve written the full policy brief (you can only summarize it after you’ve written it, right?)

I. Introduction: problem statement along with contextual background (the who, what, where, when, and why/how much of the problem definition.) You should be providing evidence in the form of epidemiological statistics to illustrate the scope and magnitude of the problem. Discuss why or how this problem falls under government regulation (whether that is federal, state, or local) and is best addressed through policy. Length may vary, but this section should probably fall between 1.5-3 pages.

II. Evaluative criteria: this section includes a discussion of the legal, ethical, and political considerations of the problem; essentially, this is where you discuss all of the thorny issues involved! What are the ethical considerations and/or legal considerations that must be taken into account? This is also where you identify and discuss stakeholders, how they are affected by the current state of the problem, and how they may respond to and be impacted by change in the status quo. Again, length may vary, but should fall between 2-3 pages.

III. Policy options: this section consists of a list of policy options along with a brief description of each. You will have four options listed. The first is the status quo—the current policy or state of the situation. If there is a policy in place describe it; if there is not, describe the current status. The second through fourth policy options are the revised drafts of the ones you identified or developed and explained in Week 6. This section should be about 1 page long.

IV. Analysis and recommendation: in this section, you will briefly analyze each of the policy options (about two paragraphs each for three of these options—plus the status quo, in which you consider the political, economic, ethical, social/cultural feasibility as you did in your Week 6 exercise) and identify your recommendation. You’ll defend your recommended option a little more fully than the other three options, with the goal of convincing the reader of its appropriateness. This section should be around 3 pages.

Reference list. Since your policy brief should be evidence-based from beginning to end, you should have at least 6-7 credible references—appropriate public health websites and peer-reviewed articles. Your citations should follow APA guidelines.

Product 2: One-Pager

Your fact sheet will be no more than one page (front and back permitted—so your PDF can be two pages that would be printed on a single sheet.) Ideally policymakers will be well informed and educated on the issues they legislate; however, their time is in short supply. The one-pager is an advocacy tool that is shorter and easier to read than the policy brief. There are hints, tips, guidelines, and sample one pagers available on Blackboard for you to use, so the instructions here are brief. One way to think of the one pager is as a visually appealing, even more easily digestible version of the executive summary, providing the key points you need to make to convince a lawmaker of the importance of this issue.

Product 3. Elevator speech

The elevator speech or pitch is another advocacy tool. Legislators are quite busy, especially during legislative sessions. You may only have a few minutes in which to identify and explain the problem as well as request a specific policy response. Therefore, it's important to be able to whittle things down to the essentials and present complex material briefly and clearly. So, don't be lulled into thinking this is easy! It actually takes a lot of planning and editing to create a successful elevator speech. Traditionally, an elevator speech is just a minute (the time it takes an elevator to get you to your destination), but for this assignment you have up to three minutes to make your case. It is a supplement to the fact sheet and policy brief.

You must record this presentation. Screencast-o-matic is free to use and will allow you to record video using your computer but feel free to use any application you wish. If you are facing technological limitations, send me an email.

Grading rubric, Policy Project

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Unsatisfactory (D-F)
Policy Brief: structure, format, readability (10%)	All parts present (executive summary through reference list); formatting follows instructions; writing is clear, easy to follow with no typos.	All parts present (executive summary through reference list); formatting follows instructions; writing is clear with very few typos.	All parts present (executive summary through reference list); formatting largely follows instructions; writing is generally clear with only minor typos.	One or more parts is missing; formatting varies significantly from instructions; writing is not clear and/or includes major typos.
Policy Brief: content (executive summary, problem ID, evaluation, options, analysis & recommendation) (40%)	Executive summary presents clear, concise summary of full brief. Problem is clearly identified and well defined, with epidemiological evidence justifying selection; stakeholder identification is comprehensive and logical. Evaluation of legal, ethical, and political criteria is comprehensive and insightful; accounts for differences in perspective of stakeholders, differences in impact on stakeholders. Policy options section includes identification and description of status quo plus three additional options. Thoughtful analysis of each option, taking political, economic, ethical, social/cultural feasibility into account; policy recommendation is logical and thoughtful, reflecting careful analysis.	Executive summary presents clear summary of full brief. Problem is identified and defined, with epidemiological evidence justifying selection; stakeholder identification is logical. Evaluation of legal, ethical, and political criteria is comprehensive; accounts for differences in perspective of stakeholders and differences in impact on stakeholders. Policy options section includes identification and description of status quo plus three additional options. Analysis of each option takes political, economic, ethical, social/cultural feasibility into account; policy recommendation is logical, reflecting previous analysis.	Executive summary presents partial summary full brief. Problem is partially clearly identified or defined; epidemiological evidence justifying selection is partial or incomplete; stakeholder identification is somewhat logical. Evaluation of legal, ethical, and political criteria is present but may be incomplete; does not fully account for differences in perspective of stakeholders and/or differences in impact on stakeholders. Policy options section includes identification and limited description of status quo plus three additional options. Analysis of each option does not fully take political, economic, ethical, social/cultural feasibility into account; policy recommendation is somewhat logical, partially reflecting previous analysis	Executive summary incomplete or missing. Problem is not clearly identified or defined; epidemiological evidence justifying selection is incomplete or missing; stakeholder identification is not logical or incomplete. Evaluation of legal, ethical, and political criteria is missing or incomplete; does not account for differences in perspective of stakeholders and/or differences in impact on stakeholders. Policy options section is missing status quo or one or more additional options. Analysis of one or more options is missing or does not take political, economic, ethical, social/cultural feasibility into account; policy recommendation is not logical or does not reflect previous analysis
Fact Sheet: Content and structure (30%)	Presents all major points from all sections of policy brief in clear, concise, and easy-to-read manner. Thoughtful summarizing and distilling of material from policy brief.	Presents major points from all sections of policy brief in clear, easy-to-read manner. Clear summarizing of material from policy brief	Presents points from policy brief in mostly clear, easy-to-read manner. Material comes from policy brief but is pulled somewhat at random	Presents some points from policy brief but major points and/or clarity is lacking. Material is not pulled together coherently.
Elevator speech: Content and delivery (20%)	Clear, easily understandable, professionally-delivered content. Adheres to time limit. Thoughtful summarizing/distilling of material from policy brief	Clear, easily understandable content; mainly professionally-delivered. Adheres to time limit. Summarizing material from policy brief	Content somewhat clear and understandable; unrehearsed or difficult to follow. Goes over or significantly under time limit. Material from policy brief pulled somewhat at random.	Content missing or not clear and/or understandable; unrehearsed or difficult to follow. Goes significantly over or under time limit. Material is not pulled together coherently