

**THE UNIVERSITY OF TEXAS AT TYLER**  
**COLLEGE OF HEALTH AND KINESIOLOGY**  
**Spring 2021**

COURSE TITLE: Program Design and Evaluation

COURSE NUMBER: ALHS 4304.060

INSTRUCTOR: Akua Smith, MSHS, MBA, CHES, CHWI

Course Location and Meeting Time: Online

Phone: 214.601.8944

Email: [asmith@uttyler.edu](mailto:asmith@uttyler.edu)

**Course Description:** This course will present theories and models for health promotion program planning and implementation in community/public health settings. Steps to program planning, including: logic models, needs assessment, community organizing, evaluation/assessment, and social marketing, will be addressed.

**Course Objectives:** At the end of the course, students will be able to demonstrate the following competencies from Area of Responsibility II: Plan Health Education:\*

Involve priority populations and other stakeholders in the planning process.

Incorporate principles of community organization.

Identify priority populations and other stakeholders.

Communicate need for health education to priority populations and other stakeholders.

Develop collaborative efforts among priority populations and other stakeholders. Elicit input from priority populations and other stakeholders.

Obtain commitments from priority populations and other stakeholders.

Develop goals and objectives.

Use assessment results to inform the planning process.

Identify desired outcomes utilizing the needs assessment results.

Select planning model(s) for health education.

Develop goal statements.

Formulate specific, measureable, attainable, realistic, and time-sensitive objectives.

Select or design strategies and interventions.

Assess efficacy of various strategies to ensure consistency with objectives. Design theory-based strategies and interventions to achieve state objectives. Select a variety of strategies and interventions to achieve stated objectives. Comply with legal and ethical principles in designing strategies and interventions. Apply principles of cultural competence in selecting and designing strategies and interventions.

Develop a scope and sequence for the delivery of health education.

Determine the range of health education needed to achieve goals and objectives. Select resources required to implement health education.  
Use logic models to guide the planning process.

Organize health education into a logical sequence.  
Analyze the opportunity for integrating health education into other programs. Develop a process for integrating health education into other programs.

Address factors that affect implementation  
Identify factors that foster or hinder implementation. Analyze factor that foster or hinder implementation. Develop an environment conducive to learning.

\*Responsibilities, competencies and sub-competencies identified from Areas of Responsibilities of Health Educators, 2010.

<http://www.nchec.org/credentialing/responsibilities/>

(Listed with permission from NCHEC, Inc.)

**Methods:** A variety of teaching methods and learning strategies will be used. These will include, but not be limited to lecture, class discussion, small group discussions, class exercises, cooperative learning activities, canvas assignments, and individual and/or group presentations.

**Course Text:** McKenzie, J.F, Neiger, B.L., & Thackeray, R. (2013). Planning, implementing, and evaluating health education programs: A primer (6th ed.). San Francisco: Pearson Benjamin Cummings.

**Supplemental Readings and Videos:** Supportive reading and videos will be assigned throughout the semester.

**Attendance Policy:** Attendance is expected at all class meetings. This is the way in which to meet the class participation requirement.

**Class Participation:** Students are expected to actively engage in discussions about the readings and related concepts. Participation will be evaluated in terms of: (a) apparent thoughtfulness of comments and (b) active engagement in course material.

**Policy on Late Assignments:** Assignments are due at the appointed time as stated in class or on the syllabus. It is particularly important in this course to stay on top of the assignments because each assignment builds on the previous one. Therefore if students get behind, they may stay behind throughout the semester.

**Grade Evaluation:** A student's grade for the class will be based on performance in exams, projects, assignments, and the level of participation in class. The class participation grade for this class will be based on attendance and the level of your alertness and responsiveness to the proceedings of the class.

***\*Written Assignments: All written assignments must be in APA format.***

Weekly Activities/Quizzes: 300

Chapter Presentation: 300

Weekly Reflection Papers/Activities (Supplemental Reading and Videos): 100

Final Program Plan/Presentation: 300

Total possible points: 1000

**Grading Scale:**

A 900 - 1000 pts

B 800 -899 pts

C 700 -799 pts

D 600 - 699 pts

F 0 - 599 pts

**Description of Assignments:**

Weekly Activities/Quizzes (300 points): Students will be given weekly quizzes covering the assigned Chapter readings. Additionally, throughout the semester, students will engage in assignments designed to strengthen and develop.

Chapter Presentation (300 points): Each week in class student(s) will be responsible for presenting (15 minutes) the chapters that were assigned as reading for the previous week.

Weekly Reflection Papers on Supplemental Reading and Videos (100 pts): After Supplemental Reading and/or Video Items students will submit a one- page paper reflecting on impressions and reactions. I will be looking for thoughtful and thought-provoking reactions. Please do not look at these as “busy work”.

Final Presentation (300 points): The final grade of the class is a final presentation of the program plan. The presentation will be graded on presentation, time usage, visual aids, focus and organization. Each presentation should be between 5 and 10 minutes. Each presentation should address all of the components of the plan.

**Components of Program Plan**

Selection of topic, health issues, population, and setting

Needs assessment

Logic Model

Mission statement, goals and objectives for program

Theoretical basis and application

Identification and Allocation of Resources (Funding and Partners)

Marketing strategy

Intervention Strategies

Evaluation plan

Description of Components:

Selection of population and setting: Based on expertise and interest, each student will select a population and setting in which the program will take place. Write a brief description of these.

Needs assessment: 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. All references should be cited correctly, according to the APA Manual (both within text and in the reference list).

Logic Model: Develop a logic model that identifies resources, activities, outputs, short and long-term outcomes and impacts related to the program.

Mission statement, goals and objectives for program: write the mission statement, goals and objectives for the program.

Theoretical basis and application of selected model to health issue: Describe theoretical constructs that will be applied to the health issue/program and identify why these constructs are an appropriate choice.

Two intervention strategies: Create and submit detailed plans describing the activities to be used to accomplish the program objectives.

Identification and Allocation of Resources (Funding and Partners): Identify and design a funding strategy and budget for the program.

Marketing strategy: Describe the marketing strategy and techniques to be used for the program.

Evaluation plan: Describe the manner in which the program will be evaluated. Both process and outcome evaluations should be addressed.

Presentations: Each student will present their program plan. Specific directions and format will be discussed as we approach the dates.

## Course Outline

Date	Topic (In Class)	Reading/Assignments (Work on During the week)	Deliverables (Deliver next class period)
Week 1	Course Introduction and Syllabus; Strength Analysis	1. Reading: Chapter 1 2. <a href="http://leanin.org/education/know-your-strengths-own-your-strengths-no-one-else-will/">http://leanin.org/education/know-your-strengths-own-your-strengths-no-one-else-will/</a> a. Watch above video with Marcus Buckingham (18:27) b. After you watch the lecture, visit <a href="http://standout.tmbc.com/leanin">standout.tmbc.com/leanin</a> and enter the code LEANIN00 to take the test and discover your strengths.	Chapter 1 Presentation (discussion board posts). Strength Assessment
Week 2	Chap 1 Lecture and Quiz	1. Reading: Chapter 2 2. Watch <a href="https://youtu.be/bCGIWQnzDVE?list=PLFXiwfzz2aYfupEIWkUvng0IHRQGNQCju">https://youtu.be/bCGIWQnzDVE?list=PLFXiwfzz2aYfupEIWkUvng0IHRQGNQCju</a>	Due: Chapter 2 Presentation and discussion board posts  Program Plan Component: - Selection of topic, `population and setting
Week 3	Chap 2 Lecture and Quiz	1. Reading: Chapter 3 2. Supplemental Reading	Due: Video Reflection Chapter 3 Presentation and discussion board posts  Final Program Plan Component: - Logic Model
Week 4	Chap 3 Lecture and Quiz	1. Reading: Chapter 4 2. Supplemental Reading	Due: Supplemental Reading Chapter 4 Presentation and discussion board posts  Final Program Plan Component: - Needs assessment

Week 5	Chap 4 Lecture and Quiz	<ol style="list-style-type: none"> <li>1. Reading: Chapter 5 and 6</li> <li>2. Meyers Briggs Personality Assessment</li> </ol>	<p>Due: Supplemental Reading Chapter 5 and 6 Presentation and discussion board posts</p> <p>Final Program Plan Component: -Mission statement, goals and objectives for program</p>
Week 6	Chap 5 and 6 Lecture and Quiz	<ol style="list-style-type: none"> <li>1. Reading: Chapter 7</li> <li>2. Supplemental Reading</li> </ol>	<p>Due: Meyers Briggs Personality Assessment Results Chapter 7 Presentation and discussion board posts</p> <p>Final Program Plan Component: - Theoretical basis and application</p>
Week 7	Chap 7 Lecture and Quiz	<ol style="list-style-type: none"> <li>1. Reading: Chapter 8 and 9</li> <li>2. Supplemental Reading</li> </ol>	<p>Due: Supplemental Reading Chapter 8 and 9 Presentation and discussion board posts</p>
Week 8	Chap 8 and 9 Lecture and Quiz	<ol style="list-style-type: none"> <li>1. Reading: Chapter 10</li> <li>2. Supplemental Reading</li> </ol>	<p>Due: Supplemental Reading Chapter 10 Presentation and discussion board posts</p>
Week 9		Catch up week	
Week 10	Chap 10 Lecture and Quiz	<ol style="list-style-type: none"> <li>1. Reading: Chapter 11 and 12</li> <li>2. Johari Window Handout</li> </ol>	<p>Due: Supplemental Reading Chapter 11 and 12 Presentation and discussion board posts</p> <p>Final Program Plan Component: - Allocation of Resources</p>

Week 11	Chap 11 and 12 Lecture and Quiz	<ol style="list-style-type: none"> <li>1. Reading: Chapter 13 and 14</li> <li>2. Supplemental Reading</li> </ol>	<p>Due:</p> <p>Personal Mission Statement/Johari Window Assignment</p> <p>Chapter 13 and 14 Presentation and discussion board posts</p> <p>Final Program Plan Component: - Marketing strategy</p>
Week 12	Chap 13 and 14 Lecture and Quiz	<ol style="list-style-type: none"> <li>1. Reading: Chapter 15</li> <li>2. Supplemental Reading</li> </ol>	<p>Due:</p> <p>Supplemental Reading</p> <p>Chapter 15 Presentation and discussion board posts</p> <p>Final Program Plan Component: Evaluation Plan</p>
Week 13	Chap 15 Lecture and Quiz		Due: FINAL PROGRAM PLAN
Week 14	Final Exams		

### **Supplemental Reading List:**

Abascal L, Bruninn J, Wizelberg A. (2004). Combining universal and targeted prevention for school-based eating disorder programs. *International Journal of Eating Disorders* 35(1):1-9.

Cole BL, Fielding JE. (2007). Health impact assessment: a tool to help policy makers understand health beyond health care. *Annual Review of Public Health*.28:393-412.

Cunningham LE, Michielutte R, Dignan M, Sharp P, Boxley J. (2000) "The value of process evaluation in a community-based cancer control program". *Evaluation and Program Planning*. 23:13-25.

Florin P et al. (2006). Cultivating Systemic Capacity: The Rhode Island Tobacco Control Enhancement Project. *American Journal of Community Psychology*. 38:213-220.

Forsberg B, Hansson HC, Johansson C, Areskoug H, Persson K, Jarvholm B.(2004) Prospects for health impact assessment in the United States: new and improved environmental impact assessment or something different? *Journal of Health, Politics, Policy and the Law*.29(6):1153-86.

Gakidou E, Oza S et al. (2007). Improving child survival through environmental and nutritional interventions – the importance of targeting interventions toward the poor. *Journal of the American Medical Association* 298(16): 1876-1887.

Gomez BJ, Greenberg MT, Feinberg ME. (2005). "Sustainability of Community Coalitions: An Evaluation of Communities that Care". *Prevention Science*. 6(3):199-202.

Julian DA, Clapp J. (2000) "Planning, investment and evaluation procedures to support coordination and outcomes based funding in a local United Way system" *Evaluation and Program Planning*. 23: 231-240.

Krieger N et al. (2003). Assessing health impact assessment: multidisciplinary and international perspectives. *Journal of Epidemiology and Community Health*. 53(9):659-662.

Kristal, AR, Glanz K, Tilley BC, Li S. (2000). "Mediating Factors in Dietary Change: Understanding the Impact of a Worksite Nutrition Intervention" *Health Education and Behavior*. 27(1): 112-125.

Leviton L, Finnegan JR, Zapka JG, Meischke H, et al. (1999) "Formative research methods to understand patient and provider responses to heart attack symptoms" *Evaluation and Program Planning*. 22: 385-397.

Levy S, R Baldyga, Jurkowski, et al. (2003). Developing community health promotion interventions: selecting partners and fostering collaboration. *Health Promotion Practice* 4(3): 314-22.

Lytle LA, Perry C. (2001) "Applying Research and Theory in Program Planning: An Example From a Nutrition Education Intervention" *Health Promotion Practice*. 2(1) 68-80.

McFarlane DR, Meier KJ. (1998). "Do Different Funding Mechanisms Produce Different Results? The Implications of Family Planning for Fiscal Federalism" *Journal of Health Politics, Policy and the Law*. 23(3):

McNall MA, Welch VE, Ruh KL, Mildner CA, Soto T. (2004)"The use of rapid-feedback evaluation methods to improve the retention rates of an HIV/AIDS healthcare intervention" *Evaluation and Program Planning*. 27:287-294.

Mindell J, Sheridan L, Joffe M, Samson-Barry H, Atkinson S.(2004) Health impact assessment as an agent of policy change: improving the health impacts of the mayor of



London's draft transport strategy. *Journal of Epidemiology and Community Health*. 58(3):169-74.

Minkler M, Vasquez VB, Warner JR, Steussey H, Facente S. (2006). "Sowing the seeds for sustainable change: a community-based participatory research partnership for health promotion in Indiana USA and its aftermath" *Health Promotion International*. 21(4):293-300.

Northridge ME, Sclar E (2003). A joining urban planning and public health framework: contribution to health impact assessment. *American Journal of Public Health*. 93:118-21.

Renger R, Hurley C. (2006). "From theory to practice: Lessons learned in the application of ATM approach to developing logic models" *Evaluation and Program Planning* 29: 109-116.

Rimer B, Glanz K, Rasband G. (2001). "Searching for Evidence About Health Education and Health Behavior Interventions" *Health Education and Behavior* 28(2)231-248.

Rissel, C, Bracht N. (1999). "Assessing Community Needs, Resources, and Readiness: Building on Strengths" in N. Bracht, ed. *Health Promotion at the Community Level: New Advances*. Thousand Oaks, CA: Sage Publications.

Robinson. KL, Dreidger MS, Elliott SJ, Eyles J. (2006). "Understanding Facilitators of and Barriers to Health Promotion Practice" *Health Promotion Practice*. 7(4):467-476.

Saunders RP, Ward D, Felton GM, Dowda M, Pate RR.(2006). "Examining the link between program implementation and behavior outcomes in the lifestyle education for activity program (LEAP)" *Evaluation and Program Planning*. 29:352-364.

Scheirer M (2005). "Is Sustainability Possible? A review and commentary on empirical studies of program sustainability" *American Journal of Evaluation*. 26(3) 320-347.

Schilling, RF, Fernando D, Fontdevila J, El-Bassel N. (2000) "HIV risk reduction among injection drug users: explaining the lack of anticipated outcomes in a community-level controlled comparison study" *Evaluation and Program Planning*. 23: 301-313

Silver D, Weitzman BC, Brecher C.(2002). *Setting an Agenda for Local Action: The Limits of Expert Opinion and Community Voice*. *Policy Studies Journal*.30(3): 362-378.

Stadler J, Hlongwa L.(2002) "Monitoring and evaluation of loveLife's AIDS prevention and advocacy activities in South Africa, 1999-2001" *Evaluation and Program Planning*. 25:365-376.

Mindell J, Sheridan L, Joffe M, Samson-Barry H, Atkinson S.(2004) Health impact assessment as an agent of policy change: improving the health impacts of the mayor of London's draft transport strategy. *Journal of Epidemiology and Community Health*. 58(3):169-74.

Smith R, Mackellar L. (2007). Global public goods and the global health agenda: problems, priorities and potential. *Global Health*. 3(9).

Sadof, MD, Boschert KA, Brandt SJ, Motyl AP. (2006) "An analysis of predictors of sustainability efforts at the Inner-City Asthma Intervention sites: after the funding is gone". *Annals of Allergy, Asthma and Immunology*. 97:31-35.

Dannenberg A et al (2006 ) *Growing the field of Health Impact Assessment: An Agenda for Research and Practice*. *American Journal of Public Health*. 96(2): 262-70.

Davenport C, Mathers J, Parry J. (2006). Use of health impact assessment in incorporating health considerations in decision-making. *Journal of Epidemiology and Community Health*. 60(3):196-201.

Fielding JE, Briss PA. (2006).Promoting evidence-based public health policy: can we have better evidence and more action? Health Affairs. 25(4):969-78.

## **College of Health and Kinesiology**

**STATEMENT OF ETHICS:** The ethical problems facing local, national and global communities are an ever-increasing challenge. It is essential the College of Health and Kinesiology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Health and Kinesiology at The University of Texas at Tyler will:

### **SCHOLASTIC DISHONESTY**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. University regulations regarding scholastic dishonesty are available at

<http://www.uttyler.edu/housing/ScholasticDishonesty.htm>. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school record. The faculty expects from its students a high level of responsibility and academic honesty.

Because the value of an academic degree

### **STUDENTS RIGHTS AND RESPONSIBILITIES**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

### **GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement

Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

### **STATE-MANDATED COURSE DROP POLICY**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- year or 4-year Texas public college or

university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

#### **DISABILITY SERVICES**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu).

#### **STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

#### **STUDENT ABSENCE FOR UNIVERSITY-SPONSORED EVENTS AND ACTIVITIES**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

#### **SOCIAL SECURITY AND FERPA STATEMENT:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

#### **EMERGENCY EXITS AND EVACUATION:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.