

University of North Texas at Dallas

Spring 2018

SYLLABUS

PBHL 3320 - Planning, Administration and Evaluation of Health Programs (3 hrs)	
Department of Life and Health Sciences	Division of Liberal Arts and Life Sciences
Instructor Name:	William Garner, DrPH, MPH, FACHE
Office Location:	Founders Hall 260
Office Phone:	(972) 338-1541
Email Address:	william.garner@untdallas.edu
Office Hours:	Tuesday and Thursday: 10:00am - 12:00pm; Other times by appointment
Classroom Location:	Blackboard Learn (Online)
Class Days & Times:	Asynchronous course. Assignments due each week by Sunday at 11:59 PM
Course Description:	Overview of the processes for developing, planning, implementing and evaluating health promotion programs in various settings.
Prerequisites:	PBHL 2300
Co-requisites:	None
Required Text:	<i>Health Program Planning and Evaluation</i> by Issel, L. Michele and Wells, Rebecca [Jones & Bartlett Learning, 2018]. Fourth edition. ISBN: 9781284112115
Learning Resources:	<p>UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: library@untdallas.edu</p> <p>UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p> <p>UNT Dallas Writing Center: (Building 1) phone: (972) 338-1755 web: http://www.untdallas.edu/wc e-mail: learningcommons@untdallas.edu</p>
Course Goals or Overview:	
The goal of this course is to provide students with an overview of the processes for developing, planning, implementing and evaluating health promotion programs in various settings. Throughout the course, students will think critically and engage actively about real-world public health issues.	
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Define program planning and evaluation in terms of its basic phases: assessment; planning; implementation; and evaluation.
2	Describe the steps involved in organizing, designing, and evaluating public health programs.
3	Articulate strategies for identifying and addressing barriers to successful program implementation.
4	Demonstrate an ability to develop, implement, and evaluate public health programs and to use evaluation results to improve program and organizational performance.

Online Course Outline

This schedule is subject to change by the instructor. This schedule may be revised. The instructor will communicate any changes to this schedule in class via class email or Blackboard announcement.

Week	Dates	Required Reading	Assessment
0	January 15	Introduction to the Course (Purchase Textbook)	Reading Quiz
		Module: Course Overview	Module Tasks
1	January 16- January 21	Context of Health Program Development and Evaluation (Chapter 1)	Syllabus Quiz
		Module: Introduction to Planning and Evaluation	Module Tasks
2	January 22- January 28	Relevance of Diversity and Disparities (Chapter 2)	Reading Quiz
		Module: Diversity and Disparities	Module Tasks
3	January 29- February 4	Community Health Assessment for Program Planning (Chapter 3)	Reading Quiz
		Module: Community Health Assessment	Module Tasks
4	February 5- February 11	Characterizing and Defining the Health Problem (Chapter 4)	Reading Quiz
		Module: Problem Statement	Module Tasks
5	February 12- February 18	Program Theory and Interventions Revealed (Chapter 5)	Reading Quiz
		Module: Root Cause Analysis	Module Tasks
6	February 19- February 25	Program Objectives and Setting Targets (Chapter 6)	Reading Quiz
		Module: SMART Goals and Measureable Objectives	Module Tasks
7	February 26- March 4	Process Theory for Program Implementation (Chapter 7)	Reading Quiz
		Module: Logistics for Successful Implementation	Module Tasks
8	March 5- March 11	Midterm Examination Review Session (Chapters 1-7)	Exam Review
		Midterm Examination	Exam
9	March 12- March 18	Spring Break	Have Fun
10	March 19- March 25	Budgets and Information Systems (Chapter 8)	Reading Quiz
		Module: Infrastructure for Program Success	Module Tasks
11	March 26- April 1	Measuring Inputs and Outputs (Chapter 9)	Reading Quiz
		Module: Program Measurement	Module Tasks
12	April 2- April 8	Program Quality and Fidelity (Chapter 10)	Reading Quiz
		Module: Program Quality	Module Tasks

13	April 9- April 15	Planning the Intervention Effect Evaluations (Chapter 11)	Reading Quiz
		Module: Program Evaluation Planning	Module Tasks
14	April 16- April 22	Choosing Designs for Effect Evaluations (Chapter 12)	Reading Quiz
		Module: Program Evaluation Design	Module Tasks
15	April 23- April 29	Sampling Designs and Data Sources (Chapter 13)	Reading Quiz
		Module: Data Collection	Module Tasks
16	April 30- May 6	Quantitative (Chapter 14) and Qualitative Methods (Chapter 15)	Reading Quiz
		Module: Quantitative and Qualitative Methods	Reading Quiz
17	May 7- May 13	Final Examination Review Session (Chapters 1-15)	Reading Quiz
		Final Examination	Exam

Online Course Technology Required and Technical Skills Expected

Technology Required. This course is delivered entirely online in Blackboard, the Learning Management System implemented at the UNT Dallas. Given the technical nature of online courses, you should make certain requirements are met. You should access Blackboards through <http://learn.untdallas.edu> to conduct a browser compatibility check and ensure that you will have access to complete functions of the system. If you use multiple computers, you will need to perform this check for each computer or smart device you use.

Technical problems are common with online course, but technical difficulties will not be an acceptable excuse for late or missed work. Therefore, you should be sure you have the following:

- Easy and reliable internet access.
- Adequate computer system.
- Reliable access to Microsoft Office (Word and PowerPoint).
- Correctly set cache settings.
- A computer microphone.
- Regular access to and use of the University email address.

Technical Skills Expected. An online course can be both challenging and exciting, especially since this course will move at a faster pace than in-person classroom sections. To succeed in this course, students are expected to have proficient technical skills. You will need to be able to do the following:

- Draft documents with Microsoft Word.
- Create presentations with Microsoft PowerPoint.
- Navigate Blackboard, the Internet and YouTube.

Online Course Delivery, Requirements, and Evaluation Methods

This is a online course. Student will complete the entire course through Blackboard, the learning management system and through group projects. The topic of each week is provided in the Online Course Outline section of the syllabus. Through the reading quiz, module tasks, and other assessments, students are expected demonstrate mastery of assignment course content.

Course Delivery. This is an online course. This course is delivered entirely online in Blackboard, the Learning Management System implemented at the UNT Dallas. Students should access Blackboard through <http://learn.untdallas.edu> to conduct a browser compatibility check and ensure that you will have access to complete functions of the system. Online instruction will begin at 12:00 (midnight) on Monday morning and ends at

11:59 p.m. on Sunday evening. Students should set aside approximately 6 hours each week to complete the module. The topic of each week's module is provided in the Online Course Schedule section of the syllabus. Through the modules, students are expected demonstrate mastery of assignment course content by passing reading quizzes, completing a learning application exercise, and posting "high-quality" comments to discussion posts.

Class Requirements. Each week of this course is divided into three phases: (1) independent study to master identified objectives; (2) module tasks; and (3) collaborative work. Given the sequential nature of this course, Phases 1 and 2 must be completed by 11:59 p.m. on Thursday evenings each week. This will afford students ample time to complete their Collaborative work (Phase 3) by the weekly deadline by 11:59 p.m. on Sunday evenings each week.

Independent Study (Phase 1). Outside of Blackboard, students are expected to remain current on course reading requirements. This means that students are expected to actively and critically read the assigned the required chapters of the textbook and assigned journal articles before beginning the modules each week. Successful students will complete Phase 1 activities during the first 2-3 days of each week.

Module Tasks (Phase 2). Each week, the module task consists of a reading quiz, a discussion post, and a learning application.

- *Reading Quizzes.* Each student will complete quizzes as part of the weekly modules. The objective of this activity is to evaluate whether you have become well acquainted with the contents of the assigned reading. Each quiz will address questions specific to the assigned activities for the week. Quizzes are 5-10 multiple choice and true/false questions and should take 15 minutes to complete.
- *Discussion Posts.* Each student will comment on at least one discussion post as part of the weekly modules. Discussion post comments must meet the "high quality" standard for this course. This means that comments must be 50-100 words, reflect the learning goals of the course and demonstrate a clear, in-depth understanding of the subject matter. Comments will be assigned a grade for originality and constructiveness based on the following rubric. You will need three comments for full credit: An original initial post and two comments to other students' comments.
- *Learning Applications.* Each student will complete learning applications as part of the weekly modules. The objective of this activity is to give students the opportunity to apply key concepts from the week's reading and other course activities. Each learning activity is specific to the assigned activity for the week. Learning activities should take 30-60 minutes to complete.

Collaborative Work (Phase 3). Students will be placed into small groups. Students will remain in these groups throughout the duration of the course. At the end of the first week, students should set aside approximately 3-4 hours each week to complete the collaborative work. All collaborative work products must be uploaded to Blackboard in Microsoft Word, unless otherwise stated.

Each of the following assignments is graded as collaborative work:

- *Introduction.* Each small group will discuss and describe its past experience with program planning and evaluation, including any past experience writing, managing or overseeing grants or evaluating a funded public health program. This activity must follow the formatting guide provided for this activity as outlined in Blackboard.
- *Problem Statement.* Each small group will discuss and describe the population that will be served by the proposed project, document the target population and its unmet health needs and discuss any barriers that the project hopes to overcome, including the socio-cultural determinants of health and health disparities. This activity must follow the formatting guide provided for this activity as outlined in Blackboard.
- *Program Theory/Logic Model.* Each small group design a conceptual plan with details about the overriding reason (purpose) that the project is to be undertaken and how the program is expected to meet the relative Healthy People 2020 objectives. Each small group will also identify the critical project components, key relationships among the resources and planned activities and anticipated changes or results to be achieved

and present this information in a systematic and visual way. This activity must follow the formatting guide provided for this activity as outlined in Blackboard.

- *Goals and Objectives.* Each small group will discuss the anticipated accomplishments (goals) and measurable steps (objectives) to achieve accomplishments. Goals and objective must be consistent with the relative Healthy People 2020 objectives. This activity must follow the formatting guide provided for this activity as outlined in Blackboard.
- *Implementation Plan and Budget.* Each small group will develop an implementation plan. This plan should outline the specific steps needed to complete the proposed activities outlined in your methods/inventions section with considerations for costs. This activity must follow the formatting guide provided for this activity as outlined in Blackboard.
- *Evaluation Plan.* Each small group will develop a specific, measurable plan to measure if and how the program activities for reaching the intended audience are working and to measure the immediate or long-term changes brought about by the program or process in the intended population. This activity must follow the formatting guide provided for this activity as outlined in Blackboard.
- *Final Program and Evaluation Plan.* Each small group will write and submit a final program and evaluation plan. The plan demonstrate to the instructor and your fellow students that you have acquired the knowledge and skills of the course, you are capable of presenting a logical line of reasoning and you can defend your ideas and results. This activity must follow the formatting guide provided for this activity as outlined in Blackboard.

Discussion Board Grading Rubric

Points	Quality
5	Demonstrates mastery of key concepts; constructively critiques work of others in a manner that stimulates discussion; provides ample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary. Exceeds standards in terms of quality and quantity of comments by posting more than 1 "high quality" comment to 2 or more students.
4	Demonstrates sufficient grasp of key concepts; critiques work of others, offering a divergent viewpoint or challenge; shows sufficient skill in support for opinions. Some sufficient organization with expression.
2	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty.
1	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.
0	No posting.

Midterm Examination. Each student will take a midterm examination that will cover materials from the course, primarily the assigned reading from the required textbook. Students will have up to 90 minutes to answer 20

randomly selected multiple choice questions from Weeks 1-7. Once you open the exam, you must complete it on the first attempt. Students will only have one attempt to take the midterm examination.

Final Examination. Each student will take a final examination that will cover materials from the course, primarily the assigned reading from the required textbook. Students will have up to 90 minutes to answer 20 randomly selected multiple choice questions from Weeks 1-16. Once you open the exam, you must complete it on the first attempt. Students will only have one attempt to take the final examination.

Grading Matrix:

Assessments	Available (points)	Earned (points)
Module Tasks		
Reading Quizzes (15)	150	
Discussion Posts (15)	150	
Learning Applications (14)	140	
Collaborative Tasks		
Introduction	10	
Problem Statement	10	
Program Theory/Logic Model	20	
Goals and Objective	20	
Implementation Plan and Budget	20	
Evaluation Plan	20	
Final Project	100	
Examinations		
Midterm Examination	100	
Final Examination	100	
Total:	840	

Grade Determination:

- A = 756-840 points
- B = 672-755 points
- C = 558-671 points
- D = 504-557 points
- F = less than 504 points

University Policies and Procedures

Students with Disabilities (ADA Compliance). The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy. The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy. Assignments must be turned in on time. Late work is not accepted unless it has been approved in advance by the instructor in writing before the due date.

Classroom Etiquette. Any student whose behavior disrupts the learning environment will be asked to leave the class. Any violation of classroom etiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>.

Exam Policy. Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity. Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

The University academic integrity policy is in effect for this course. Academic dishonesty includes, but not limited to, cheating, plagiarism (including self-plagiarism), improper collaboration, and/or the fabrication, falsification or alteration of information. Any act of academic dishonesty will be reported to the Dean of Liberal Arts and Sciences and the Dean of Students and may result in a grade of F on the assignment, removal from the course with a final grade of F, and any other sanction as deemed appropriate for the offense, including suspension or expulsion.

Bad Weather Policy. On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information so that they will receive this information automatically.

Attendance and Participation Policy. The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Students may not skip a week or plan to "catch-up" on previous week activities.

This course follows a structured, week by week format. Each week, students are expected to participate, electronically, on multiple occasions each and every week. Each week begins at 12:00 (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should spend a minimum of 6 hours per class each week to complete course activities. This time can be whenever it is convenient since all of the online classes are conducted in an asynchronous environment. This means there are no particular times set for responses and submissions but there will be weekly deadlines.

Students are responsible to notify the instructor if they are missing class and for what reason. Should a student need to miss scheduled class activities for any reason, it is expected that he/she inform the course instructor – by email – prior to the due date of the activity or assignment (only emergency situations will be exempt from this expectation). It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing discussion boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is your responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Online "Netiquette": In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes

yelling), no curse words, and no “flaming” messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Certain behaviors are expected when you communicate with both your peers and instructors. The following netiquette guidelines are required for this course:

- Treat instructor with respect, even in e-mail or in any other online communication.
- Always use your professors’ proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to them by first name.
- Use clear and concise language.
- All communication should have correct spelling and grammar.
- Avoid slang terms and texting abbreviations (such as “u” instead of “you”).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
- Use standard fonts and avoid using caps lock feature as it can be interpreted as yelling.
- Limit and possibly avoid use of emoticons like 😊.
- Be careful with personal information

Discussion Board Netiquette.

- Make posts that are on topic and within the scope of course material.
- Take your posts seriously and review and edit your posts before sending.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else’s post without adding something of your own to it.
- Avoid short, generic replies such as “I agree”, you should include why you agree or add to the discussion.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open- minded.

E-mail Netiquette

- Use a descriptive subject line.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.

Students attending Brigham Young University-Idaho created two videos that explain discussion board basics and netiquette.

Byuicurdev. (2012, June 12). *Discussion board netiquette*. [Video file]. Retrieved from <http://www.youtube.com/watch?v=DwdqQjCfWSc>

Byuicurdev. (2012, May 10). *Discussion board basics*. [Video file]. Retrieved from <http://www.youtube.com/watch?v=jvLs96eQ2Gc>

Diversity/Tolerance Policy. Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable popups.

For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publicbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html