Welcome to the AGER 5790 Needs Assessment, Program Planning, and Evaluation in the Services for the Elderly Spring 2021 course. My name is Professor Naomi Meier. I will be your instructor for this class. I look forward to introducing you to the concepts and processes of program development, implementation, and evaluation and their application to improving services for the elderly.

COURSE INFORMATION
Course Number and Title:
AGER 5790 Needs Assessment, Program Planning, and Evaluation in the Services for the Elderly
Online format – Canvas platform
3 Credit Hours

INSTRUCTOR INFORMATION
Naomi Meier, M.S., DrPH
Office Location: Chilton Hall 218
Office phone number: (940)565-2488
Office hours:
   Online via Zoom by appointment
   I am flexible and can usually meet at various times Monday - Sunday
Email: naomi.meier@unt.edu

COURSE DESCRIPTION
Principles, techniques, and skills used to identify the needs of elders at the community level are presented in this course. The theoretical basis for and methodologies used to design and evaluate programs will be reviewed. Students will build and practice the skills necessary to tailor assessments and programs to identify and meet needs in such areas as access, health, nutrition, housing, income maintenance, employment, personal support, training, and education. Applications in needs assessment, program planning, administration, and evaluation help prepare students to identify and respond to the changing needs of an aging society.

PRE- REQUISITES
None
COURSE OBJECTIVES
• Articulate relevant theories of change and organizational development
• Differentiate the theory and methods to engage an agency or a community coalition in strategic planning processes
• Utilize the assets of the community in collaborative problem solving and collective action
• Understand and explain how to align planning and budgeting functions to manage change
• Describe the process by which strategic planning is achieved and its relation to the theory of change and needs assessment, program planning, and evaluation
• Use program strategy to negotiated funding opportunities
• Articulate the significance of standards and criteria and their relationship to program outcomes and evaluations

REQUIRED MATERIALS
Required Textbook:
Health Program Planning and Evaluation
Fourth Edition
L. Michele Issel, PhD, RN
ISBN: 9781284112115 | © 2018 | 428 pages
https://www.jblearning.com/catalog/productdetails/9781284112115?jblsearch#productInfo (Links to an external site.)

Additional Required Readings:
Readings will be posted on Canvas throughout the semester

TECHNICAL SUPPORT
UIT Help Desk:
helpdesk@unt.edu
(940)565-2324
Hours are:
Monday-Thursday 8 am - midnight
Friday 8 am-8 pm
Saturday 9 am-5p
Sunday 8 am – midnight

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

TECHNICAL SKILL REQUIREMENTS
Students will need access to Canvas and Zoom. Students will also need to upload and download files, send and receive emails, and communicate with fellow students in various electronic formats, including video conferencing (Zoom).
COURSE REQUIREMENTS

Student’s performance in this course will be assessed in four ways including current news assignments, discussions, project assignments, and a program planning and evaluation final project. See below for the points breakdown, details about the assignments, and late work policies. Additional guidelines and the rubric for each assignment group will be posted in Canvas. I reserve the right to make changes to the course structure if need be. If changes are made, adequate time will be given to complete work.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Current News</td>
<td>150 total points (15 @ 10 points each)</td>
<td>15%</td>
</tr>
<tr>
<td>Discussions</td>
<td>300 total points (15 @ 20 points each)</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments</td>
<td>400 total points (4 @ 100 points each)</td>
<td>40%</td>
</tr>
<tr>
<td>Program Planning and Evaluation Final Project</td>
<td>150 total points</td>
<td>15%</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000 points</td>
<td>100%</td>
</tr>
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Current News
Students will post an article or report each week that is related to gerontology, programs designed to improve the lives of older individuals, or program planning and evaluation. Students must also give a brief two to four sentence summary of the post and how it relates to the focus of this course. There will be 15 weekly posts assigned each worth 10 points for a total of 150 points. Each assignment will open Monday and close Sunday of the same week. I will accept late submissions up to 24 hours after the deadline but I will take 5 points off.

Discussions:
Students are required to complete the reading and review the supplemental materials by Wednesday of each week. Students are required to post a comment for the discussion by Wednesday at 11:59 pm and reply to two posts by Sunday at 11:59 pm of the same week. The discussion questions will be related to the reading and supplemental materials assigned the same week. Students are encouraged to respond to other posts, as well. Fifteen discussions are assigned and will be worth 20 points each for a total of 300 points. See Discussion Guidelines and Rubric for more details. I will accept late submissions up to 24 hours after the deadline but I will take 5 points off.
COURSE REQUIREMENTS CONTINUED

Project Assignments:
Throughout the semester, students will complete assignments related to the development and evaluation of a program designed to improve the lives of older adults. Students will choose a community development problem, research the problem in the literature, carry out a needs assessment using available data, develop program plans to address the problem, create plans to implement and monitor the program, and structure an outcome and impact evaluation strategy. Students will complete four project assignments, each worth 100 points. Due dates are listed in the course calendar and on Canvas. Guidelines and rubric will be posted for each assignment. I will accept late submissions up to 24 hours after the deadline but I will take 10 points off.

Program Planning and Evaluation Final Project:
Each student will consolidate all four of the project assignments into one plan. Specific instructions will be given in the guidelines and rubric posted on Canvas. This final project will be worth 150 points. I will accept late submissions up to 24 hours after the deadline but I will take 10 points off.

GRADING

All of the components of a student’s grade will have a point value system, based on A being equivalent to a 4.0. Points will be given based on a student’s performance, such as the number of correct answers for each quiz, writing skills, research skills, and ability to illustrate comprehension of all course topics.

<table>
<thead>
<tr>
<th>Total Points Possible for Semester/Grading Scale = 1,000</th>
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<tbody>
<tr>
<td>1000 – 900 = A</td>
</tr>
<tr>
<td>899 – 800 = B</td>
</tr>
<tr>
<td>799 – 700 = C</td>
</tr>
<tr>
<td>699 – 600 = D</td>
</tr>
<tr>
<td>599 – 500 = F</td>
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</table>

COURSE EXPECTATIONS

As the instructor in this course, I am responsible for:
1. Providing course materials that will assist and enhance your achievement of the stated course goals
2. Providing timely and helpful feedback within the stated guidelines
3. Assisting in maintaining a positive learning environment for everyone

As a student in this course, you are responsible for:
1. Reading and completing all requirements of the course in a timely manner
2. Working to remain attentive and engaged in the course and interact with your fellow students
3. Assisting in maintaining a positive learning environment for everyone
COPYRIGHT NOTICE
Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located on the UNT website.

UNT POLICIES

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Important Notice for F-1 Students
To read detailed Immigration and Customs Enforcement regulations for F-1 students, please go to the Electronic Code of Federal Regulations website at http://www.ecfr.gov/. Please contact me if you have further questions.
Rules of Engagement
Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

For all other UNT Policies, please go to the Student Handbook.

ADDITIONAL STUDENT SERVICES

Student Support Services
Registrar (https://registrar.unt.edu/registration)
Financial Aid (https://financialaid.unt.edu/)
Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
Career Center (https://studentaffairs.unt.edu/career-center)
Multicultural Center (https://edo.unt.edu/multicultural-center)
Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
Student Affairs Care Team (https://studentaffairs.unt.edu/care)
Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
Pride Alliance (https://edo.unt.edu/pridealliance)

Academic Support Services
Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
Academic Success Center (https://success.unt.edu/asc)
UNT Libraries (https://library.unt.edu/)
Writing Lab (http://writingcenter.unt.edu/)
MathLab (https://math.unt.edu/mathlab)
**CALENDAR**

Tentative calendar for the course, including information for each course date, each week’s topics, required reading for each class, and the due dates for assignments. Remember, supplemental readings are not listed here. It is your responsibility to go to Canvas to find the posted readings for classes. Readings will be posted throughout the semester. These dates and topics are subject to change.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date Range</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>1/11 – 1/16</td>
<td>Introduction to the course</td>
<td>Supplemental Materials posted on Canvas</td>
<td>Discussion 1</td>
</tr>
<tr>
<td>Module 2</td>
<td>1/18 – 1/22</td>
<td>Context of Health Program Development and Evaluation</td>
<td>Textbook Chapter 1 Supplemental Materials</td>
<td>Discussion 2</td>
</tr>
<tr>
<td>Module 3</td>
<td>1/25 – 1/29</td>
<td>Relevance of Diversity and Disparities to Health Programs</td>
<td>Textbook Chapter 2 Supplemental Materials</td>
<td>Discussion 3</td>
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<tr>
<td>Module 4</td>
<td>2/1 – 2/5</td>
<td>Community Health Assessment for Program Planning</td>
<td>Textbook Chapter 3 Supplemental Materials</td>
<td>Discussion 4</td>
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<tr>
<td>Module 5</td>
<td>2/8 – 2/12</td>
<td>Characterizing and Defining the Health Problem</td>
<td>Textbook Chapter 4 Supplemental Materials</td>
<td>Discussion 5 Assignment 1 Due 2/14</td>
</tr>
<tr>
<td>Module 6</td>
<td>2/15 – 2/19</td>
<td>Program Theory and Interventions Revealed</td>
<td>Textbook Chapter 5 Supplemental Materials</td>
<td>Discussion 6</td>
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<tr>
<td>Module 7</td>
<td>2/22 – 2/26</td>
<td>Program Objectives and Setting Targets</td>
<td>Textbook Chapter 6 Supplemental Materials</td>
<td>Discussion 7</td>
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<tr>
<td>Module 8</td>
<td>3/1 – 3/5</td>
<td>Process Theory for Program Implementation</td>
<td>Textbook Chapter 7 Supplemental Materials</td>
<td>Discussion 8 Assignment 2 Due 3/7</td>
</tr>
<tr>
<td>Module 9</td>
<td>3/8 – 3/12</td>
<td>Monitoring Implementation Through Budgets and Information Systems</td>
<td>Textbook Chapter 8 Supplemental Materials</td>
<td>Discussion 9</td>
</tr>
<tr>
<td>Module 14</td>
<td>4/12 – 4/16</td>
<td>Sampling Designs and Data Sources for Effect Evaluations</td>
<td>Textbook Chapter 13 Supplemental Materials</td>
<td>Discussion 14 Assignment 4 Due 4/18</td>
</tr>
<tr>
<td>Module 15</td>
<td>4/19 – 4/23</td>
<td>Quantitative and Qualitative Data Analysis and Interpretation</td>
<td>Textbook Chapter 14 &amp; 15 Supplemental Materials</td>
<td>Discussion 15</td>
</tr>
<tr>
<td>Module 16</td>
<td>4/26 – 4/30</td>
<td>Program Evaluators' Responsibilities</td>
<td>Textbook Chapter 16 Supplemental Materials</td>
<td>Program Planning Project Due 4/28</td>
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