Course Instructor & Title: John H. Sloan PhD, MBA
Office Hours: Online by appointment
Contact: All written communication must be conducted through the Inbox in Canvas
Emergency Phone Contact: 903-521-6433 [text message is best for a more rapid reply]

CATALOG DESCRIPTION: ALHS 5305-(Advanced) Program Design and Evaluation
This course is designed to provide graduate level students selected advanced principles of program development in a variety of settings. Students will develop specific advanced skills in needs assessment, planning, implementation, and evaluation of programs designed to promote health and prevent disease in human populations

COURSE DESCRIPTION: This course is designed to further develop student competencies relevant in the various principles of program planning, implementation and evaluation. This online course sequence is set up in a modular progression week by week. The flow of subject matter in the course is topical and is exploratory in nature and might be metaphorically compared to spelunking. Video lectures, written responses to questions and thought experiments, Zoom meetings, discussion, an original position paper, as well as a final exam are included as part of course delivery and student engagement. Throughout the semester students have the opportunity to identify and explore a number of humanity's overarching questions in such a way as to develop critical and reflective thought and relevant theory for the purpose of making the world a better place for human existence.

<u>TEXTBOOK</u>

NO REQUIRED TEXTBOOK

Selected addition resources:
1). National Cancer Institute (2003). *Theory at a glance: A guide for health promotion practice.*
HPERLINK: http://www.cancer.gov/cancerinformation/theory-at-a-glance
2). *A competency-based framework for Health Education Specialists* – 2010 by NCHEC at
www.nchec.org

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3). *The Heath Education Specialist: A companion Guide for Professional Excellence* – 6th Edition by NCHEC at www.nchec.org

4). *Community Tool Box: Tools to change the world*, Center for Community Health and Development, Kansas University at https://ctb.ku.edu/en

5). Freeplane mind mapping software (free download) Freeplane - Search (bing.com)

6). ChatGPT 4_0 OpenAI API   https://platform.openai.com/docs/overview

GRADUATE DEGREE PROGRAM LEARNING OUTCOMES

At the completion of the Master's program, the graduate should be able to demonstrate advanced knowledge and skills identified in the seven areas listed below. Throughout this course selected learning outcomes for your graduate program will correspond with student activities and assignments in this course.

1. **Content Area**
   a) Critique, conduct and contribute to health-promotion and disease-prevention research.
   b) Plan, implement, and evaluate health-promotion and disease-prevention interventions.
   c) Compare and contrast existing health programs and theories, and evaluate their relevance for personal and population health.
   d) Coordinate specialized health-promotion and disease-prevention activities.

2. **Critical Thinking Area**
   a) Assess personal interests and abilities in preparation for selecting an area of specialization in the health field.
   b) Use analogy, model, and metaphor to organize information in the health sciences.
   c) Apply statistical, social/political, historical/futurist, and ethical modes of thinking as they pertain to health.
   d) Evaluate and critique the underlying assumptions of the dominant health-science discourses.
   e) Analyze and critically assess local, regional, national, and global health issues.

3. **Communication Area**
   a) Communicate health needs, concerns, and resource availability for health-promotion and disease-prevention purposes in research format.
   b) Use analogy, model, and metaphor to communicate meaning in the health sciences
   c) Communicate health information to diverse groups, for health-promotion and disease-prevention purposes.
   d) Communicate health needs and concerns to governmental and non-governmental entities involved in establishing or changing health policy.
   e) Serve as a resource professional for health-promotion and disease-prevention activities.
   f) Present ideas clearly and effectively in written and oral communications.
   g) Develop and apply networking skills to create and maintain consultative relationships.

4. **Leadership Area**
   a) Demonstrate knowledge of cutting-edge health policies or models.
   b) Advocate health to peers and family by practicing model health behaviors.
   c) Function as leaders in supporting health education of individuals, groups and communities.

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d) Advocate for improvements in the field of health promotion and disease prevention.

5. **Ethics/Values Area**
   a) Evaluate moral and ethical conduct using multiple value systems and perspectives.
   b) Identify ethical issues involved in research, practice, and governance and understand how ethical principles are used to guide professional activities.
   c) Weigh judgments of detrimental behavior in respect to health outcomes against surrounding determinants of health.

6. **Technology Area**
   a) Use statistical computing software to analyze data and display information.
   b) Use a broad range of technologies in health sciences.
   c) Evaluate the efficiency and effectiveness of various intervention technologies in health science and promotion.

7. **Diversity Area**
   a) Explain the cultural, social, economic, and environmental determinants of health and of health disparities.
   b) Describe recent trends in health sciences that reveal an association between socioeconomic status and disease or wellness.

GRADUATE CURRICULUM REQUIREMENTS (36 semester credit hours)

Required core courses (18 hours):
- HECC 5303 Research Design
- HECC 5317 Biostatistics
- ALHS 5335 Global Health
- **ALHS 5305 Advanced Program Design and Evaluation**
- ALHS 5347 Epidemiology
- ALHS 5365 Theories and Models in Health Behavior

Elective courses (12 hours approved by adviser)
Thesis or Internship (6 hours):
- HECC 5395 and HECC 5396: Thesis I & II
    or
- HECC 5397 and 5398: Internship I & II

COURSE GOALS

1. The goal of this course is to provide learning and experiential opportunities that contribute to the graduate student's degree outcomes as described above. Process goals include the demonstration of ability to integrate knowledge and experience with creative, critical, and reflective thinking skills developed in this course and previous courses. The end is preparation for future professional competence in public and private health, health care and related careers in this vast and complex field.
2. Foster mastery of selected knowledge skills relevant to MCHES* exam.

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3. Experience an enhanced sense of meaningful existence through personal growth toward maximal competence.

CONTENT OBJECTIVES: Upon completion of the course, students should be able to:

1. Explain the role and processes of needs assessment, program planning, implementation and evaluation in public health programs, research and practice.
2. Demonstrate a mastery of the role of theory and appropriate application of theories and models in program planning and evaluation.
3. Demonstrate mastery of applications of relevant integrated knowledge and skills in the design, implementation and evaluation of health education and promotion programs and services in a variety of settings including school, community, health care practice, worksite etc.
4. Interpret and apply the eight core responsibilities required for qualification as a Certified Health Education Specialist (MCHES)*.

PERSONAL GROWTH OBJECTIVES:
For almost a decade I compiled a list of items included on student reference forms sent to me by prospective employers who were considering graduates for employment. [NOT ONE request ever asked me what grade the student made in my class.]
This table includes a list of the most common items requested by employers when making hiring decisions. I have designed your course in such a way that you will have opportunities to demonstrate several of these qualities. Through self-reflection, you should evaluate your level of competence along these personal characteristics and initiate ways to demonstrate these characteristics throughout the course.

Essential Characteristics for Career Success

Self-starter, self-initiative, motivated to learn	Personal Responsibility
Thinking ability, reasoning	Flexibility
Decision-making	Creativity
Writing ability	Stress management skills
Interpersonal skills	Time management skills
Computer skills	Intellectual ability
Oral expression	Cooperative, works well with others
Leadership/Followership	Emotional maturity
Self-confidence	Dependability
Professional competence	Problem solving skills
Integrity	Capable of working in ambiguity
Purpose	Courage of conviction

COURSE STRUCTURE AND SEQUENCE:

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Each week a module containing readings and other assignments will open for your engagement. An outline of the sequence of modules can be seen when clicking the modules tab. Specific dates for when these modules will open is included in each module heading.

ADVANCED PROGRAM DESIGN AND EVALUATION

COURSE PLAN Fall 2024

GETTING STARTED	8/26 - 8/30	INTRODUCTION AND SYLLABUS	SA-0	Q-0
MODULE 1	9/3 - 9/6	Tools: ChatGPT and Freeplane mindmapping	SA-1	Q-1
MODULE 2	9/9 – 9/13	Community Tool Box exploration and application to Chat and Freeplane.	SA-2	Q-2
MODULE 3	9/16 – 9/20	Assessing the historical landscape of HC movements	SA-3	Q-3
MODULE 4	9/23 – 9/27	Design and Planning	SA-4	Q-4
MODULE 5	9/30 – 10/4	Evaluation	SA-5	Q-5
MODULE 6	10/7 – 10/11	…cont.	SA-6	Q-6
MIDTERM EXAM	10/14– 10/18	(14TH TO 17TH study days) EXAM on 10/18 9:00 am till 9:00 pm		
MODULE 7	10/21 – 10/25	Writing as thinking	SA-7	Q-7
MODULE 8	10/28 – 11/1	…cont.	SA-8	Q-8
MODULE 9	11/4 – 11/8	Researching	SA-9	Q-9
MODULE 10	11/11 – 11/15	…cont.	SA-10	Q-10

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MODULE 11	11/18 – 11/22	Synthesis	SA-11	Q-11
THANKSGIVING	11/25– 11/29	A heart of GRATITUDE!		
DEAD WEEK	12/2 – 12/6	Study Days-NO ASSIGNMENTS		
FINAL EXAM	12/9	EXAM on 12/9 (9:00 am till 9:00 pm)		

SEMESTER FINAL GRADES:

Demonstrated competence should be the expectation for an A student. Likewise, demonstrated incompetence is rare. It is unlikely that Cs, Ds, or Fs will be awarded unless there is course abandonment or other forms of course neglect or misconduct.
The goal for all of us is successful learning. The grade is simply a symbol representing the degree to which learning took place as demonstrated through your behavior in the course.

➢ Timely completion of assignments 25%
➢ Consistent, thoughtful participation in discussion posting 25%
➢ A formal position paper 25%
➢ Final Exam = 25%

A record of course activity and access will be maintained.

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WITHDRAWAL FROM CLASS:

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

ARTIFICIAL INTELLIGENCE STATEMENT:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

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FINAL EXAM POLICY:

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

INCOMPLETE GRADE POLICY:

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

GRADE APPEAL POLICY:

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library.](#)

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

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DISABILITY/ACCESSIBILITY SERVICES:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

MILITARY AFFILIATED STUDENTS:

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

STUDENTS ON AN F-1 VISA:

To remain in compliance with Federal Regulations requirements you must do the following:
Traditional face-to-face classes: Attend classes on the regular meeting days/times.
Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

ACADEMIC HONESTY AND ACADEMIC MISCONDUCT:

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA:

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UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

ABSENCE FOR OFFICIAL UNIVERSITY ACTIVITIES AND EVENTS:
This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

ABSENCE FOR PREGNANT STUDENTS:
This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

CAMPUS-CARRY:
We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php.

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