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 papers, 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 humanities overarching questions in such a way as to develope critical and reflective thought and relevant theory for the purpose of making the world a better place for human existence.

TEXTBOOK

NO REQUIRED TEXTBOOK

Selected optional addition resources:
1). Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. (2012). *Principles and Foundations of Community Health Promotion and Education.* San Francisco: Pearson/Benjamin Cummings.5th Edition
2). National Cancer Institute (2003). *Theory at a glance: A guide for health promotion practice*. HPERLINK: http://www.cancer.gov/cancerinformation/theory-at-a-glance

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3). *A competency-based framework for Health Education Specialists* – 2010 by NCHEC at www.nchec.org

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

5). American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington D.C.

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

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.

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c) Function as leaders in supporting health education of individuals, groups and communities.
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.

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2. Foster mastery of selected knowledge skills relevant to MCHES* exam.
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 which they considered important 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 seek way 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:

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.

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.
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.

MISC. POLICIES AND GUIDELINES:

Religious Holidays
The university strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately early in the course so that we can make arrangements in line with excused absences.

Course Culture:
1. It is expected that everyone will complete the assignments and course activities on time.
2. If you have special learning needs, please inform me on the first day of class.
3. Academic dishonesty (cheating, plagiarism, copying, etc) is a serious infraction of course standards and will result in a failing grade for the semester.
4. We will treat one another respectfully while challenging ideas…NOT attacking the person

Academic Dishonesty:
The work that you hand in is expected to be original and to be your own. There is no tolerance for persons who plagiarize and/or cheat. You are expected to consult Subchapter 8-800 of the University of Texas at Tyler Manual of Policies and Procedures for Student Affairs: Student Conduct and Discipline available at www.uttyler.edu/mopp/chapter8.html . Any act of academic dishonesty will result in dismissal from the course.

Student 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://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

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Grade Replacement/Forgiveness:
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

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 12th day of class (See Schedule of Classes for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services:
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absences Due to Religious Observances:
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. Three days of excused absences are allowed (see above). For questions, see the instructor.

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.

Note: This syllabus is NOT a contract. It is intended to provide GUIDANCE ONLY throughout the course. Cancelled classes for reasons such as professor illness or inclement weather will require this tentative plan to be altered. Dr. Sloan may change this plan depending on student interest or unforeseen events that could alter the learning experience for students.

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