Health Program Planning and Evaluation

Course Description:
3 sem. hrs. (3:0) Introduces the skills and techniques required to research and develop culturally competent health programs. Students create new data and utilize existing data to assess community needs, implement community health programs, and evaluate program effectiveness, exploring the concepts, processes and techniques used in health program planning, implementation, and evaluation. The course emphasizes the importance of teams and partnerships in successful community health programs. This is an intensive writing course. Prerequisite: MATH 1442, 1342, or 2342. Prerequisite/Corequisite:

Course Objectives:

1. Define health program planning and evaluation.
2. Construct and present a health program using basic or applied research of a real-life problem or environmental issue.
3. Gain an appreciation of the role of statistics in healthcare needs assessment, research, programming, and evaluation.
4. Develop an understanding of the processes involved in planning and evaluating community health programs.
5. Identify, adapt or create quantitative and qualitative health data collection instruments.
6. Apply skills to organize, design, and evaluate an effective health program and evaluation.
7. Formulate specific collaboration strategies that can lead to the development of meaningful partnerships for health program planning.
8. Demonstrate tools and techniques used to promote team and partnership development in healthcare.
9. Use effective skills for writing, speaking, and discussing

Required Text:

LEARNING EXPERIENCES AND TEACHING METHODS:

Hamilton, Course Syllabus: 2020
Objectives for this blended course are met through individual study and group assignments/presentations using the text and additional resources, statistical exercises, power point lectures, quizzes, a mid-term and final exam. Chapter power points are available for download and study in the Blackboard Classroom under Units/Lessons.

Assignments:
Individual study: Discussion questions are to be answered and posted in the Discussion Forum according to the course calendar. Other items under this category are graded in-class activities and the peer review assignment.
Group Written Report and Class Presentation based on assigned research project will be due near the end of the course. Additionally, group Leaders will assess the contribution of individual group members to the finished report; instructor will assess presentation skills of group members.
Chapter quizzes - composed of conceptual (multiple choice questions, true/false) based on chapter readings.
Midterm exam - composed of conceptual (multiple choice, true/false, short answer) and a selection of exercises representative of the health problems examined.
Final exam - composed of conceptual (multiple choice questions) and a selection of exercises representative of the health problems examined.

How you earn your grade:
Evaluation Criteria
Weekly quizzes 140
Discussions 160
In class activities 60
Group Project (Steps 1 – 6) 240
Peer Review 40
Mid Term Exam 70
Final Exam (Group paper) 200
Total 910

Grading Scale
A – 90-100 819 - 910
B – 83-89 755 - 818
C – 75-82 682 - 754
D – 65-74 591 - 681
F – below 65 below 590

INSTRUCTOR POLICIES:
1. Written assignments: Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the instructor in a timely manner to ensure satisfactory completion of the assignment on the date it is
due. Unless otherwise instructed, students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Points will be deducted for poorly written papers.

2. Students are held responsible for the information given in the current catalog and student handbook. Students are asked to take special note of the University penalties associated with academic dishonesty. All work handed in by students must be their own work. Extracts, quotes, or ideas presented by others must be acknowledged and properly referenced. Group work is held to the same standards of honesty. Refer to APA Manual for the proper way to use and cite quoted material.

3. Students are expected to use the classroom discussion to examine principles of health care finance. It is assumed that students will prepare for each class so that they can make knowledgeable contributions. All contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

4. Written assignments must be turned in on the required date unless other arrangements have been made with the course instructor ahead of the due date. Students are expected to review the syllabus throughout the semester to ensure that they complete class assignments correctly.

5. Students are expected to complete an anonymous course evaluation at the end of the course. The practice of providing feedback to educational experiences is consistent with professional responsibilities.

6. Attendance and active participation in face to face class meetings and on-line discussions is necessary to achieve course objectives and to receive full credit for in class work. Group work is also required, and all students are expected to contribute at a similar level within groups.

7. All cellular phones and other similar devices MUST BE TURNED OFF during lectures unless they are used for approved course research. Students may be asked to put all electronic devises away if they appear to be distractions. Students using computers for class notes will be asked to put them away if they are reading email or conducting business not directly related to classroom activities.

8. Students are expected to demonstrate professional behavior in the classroom. Professional behavior is consistent with TAMU-CC and College of Nursing and Health Sciences rules for student behavior in the classroom. Students should review the TAMU-CC catalog and student handbook if they are unsure of the attributes of acceptable behavior. Faculty will take actions to eliminate any behavior that interferes with class activities. Students who are asked to leave the classroom because of disruptive behaviors will be responsible for the material covered over the lecture period. The Academic Integrity Guide available on the College of Nursing and Health Sciences web site outlines additional actions that faculty may take when students violate the Academic Integrity Standards of the College.

Hamilton, Course Syllabus: 2020
9. Examination Guidelines. Students are required to take exams when scheduled. Only an extreme emergency will be considered for a make-up exam. Any student unable to sit for an exam must contact the instructor PRIOR to the class period in which the exam is scheduled. Missing an exam will be counted as an absence in the class and zero (0) points earned on the exam.

10. Extra Credit. From time to time during the course, the Instructor, the CONHS, and/or the CONHS Health Sciences Program Coordinator may announce one or more extra course credit point opportunities available to students enrolled in CONHS’ Health Sciences Program courses, including this course. In previous semesters, such announcements identified student opportunities to participate in educational and service events both on and off-campus and out-of-town. Examples of such events have been attendance at American College of Healthcare Executives-sponsored educational events, participation in designated Health Sciences Association service events, and other designated events. The Instructor will determine the values of the various types of extra course credit points awarded to the student for participating in the announced event. In order to receive the extra course credit points, students are required to sign-in on designated forms provided at the extra course credit event. Aside from the above-announced opportunities, no extra course credit point work will be considered or accepted from students.

Each student is responsible for notifying the instructor of the need for personalized test taking environments BEFORE the scheduled exam date. Except for the final exam, exam dates, times, and locations are subject to change. At instructor discretion, exams may be offered in the online classroom.

**CONHS and University Policies:**

**Evaluation Input from Students**

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.
Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information: University Student Handbook and Code of Conduct: http://www.tamucc.edu/~studentsUniversity catalog related to academic integrity and honesty: http://catalog.tamucc.edu/ University Rules and Procedures: University Procedure 13.02.99.C3.01 Academic Misconduct Cases

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99,C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University
procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

**Support Services**

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

**Course Calendar**

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<th>Unit</th>
<th>Assignments</th>
<th>Assessments</th>
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| 1 | Welcome and Course Introduction  
Read and Lecture Ch 1  
Project overview and Chapter 13 Scan | Discussion 1, Introductions  
Chapter 1 Quiz |
| 2 | Read and Lecture Ch 2 and 3  
Ethics Challenge  
Topic Selection, Group Dynamics  
Discuss Bibliography-Project 1 | Select Research Topic  
Chapter 2 & 3 Quiz |
| 3 | Read and Lecture Ch 4  
Research Example/Research Lab | Chapter 4 quiz  
Discussion 2 |
| 4 | Read and Lecture Ch 5  
Case Study  
Project 2 | Chapter 5 Quiz  
Discussion 3  
**Bibliography- 30 pts** |
| 5 | Read and Lecture Ch 7 | Chapter 7 Quiz  
Discussion 4 |
| 6 | Read and Lecture Ch 6 & 8  
Project Discussion – all groups  
Project 3 | Chapter 6 & 8 quizzes  
**Background Paper – 30 pts** |
| 7 | Read and Lecture Ch 9  
Assessment Challenge  
Project 4 | Chapter 9 quiz  
Discussion 5 |
| 8 | Mid-Term work, program design paper work | **Midterm Exam- online CH 1-9 – 70 pts**  
**Program design paper – 30 pts** |
| 9 | Read and Lecture Ch 10  
Project 5  
(Marketing Piece) | Discussion 6  
Chapter 10 Quiz  
**Assessment paper- 30 pts (Instructor feedback on results of intervention)** |
| 10 | Project Discussion – all groups  
Project 6 | Discussion 7  
Chapter 11 Quiz |
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<tr>
<th>Date</th>
<th>Activity 1</th>
<th>Activity 2</th>
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<tr>
<td>11</td>
<td>Read and Lecture Chapter 12</td>
<td>Chapter 12 Quiz</td>
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<td>Project 7</td>
<td>Draft Group Paper</td>
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<td>12</td>
<td>Chapter 14</td>
<td>Discussion 8</td>
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<td>13</td>
<td>No Class - Thanksgiving</td>
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<td>14</td>
<td>Read and Lecture Chapter 13</td>
<td>Chapter 13 Quiz</td>
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<td>Presentations Groups, 1 – 6, 100 pts</td>
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<td>15</td>
<td>Semester Project Presentations</td>
<td>Group Paper- 200 pts</td>
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<td>Peer Review Online</td>
<td>Presentations, Groups 7 – 12, 100 pts</td>
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<td>Peer Review – 40 pts</td>
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<td>16</td>
<td>Final Exam</td>
<td>Essay Exam: Extra Credit-25 pts</td>
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Chapter quizzes are due on Sunday night. Research Discussion main posts are due by Wednesday evening with replies due by Sunday night.