Meet the Professor

Welcome to AGER 5790: Needs Assessment, Program Planning and Evaluation in the Services for the Elderly! Before we start the semester I want to share with you a little information about my background. I earned my Interdisciplinary Doctoral Degree in Geriatrics, Health Policy/Administration and Urban Planning at the University of Cincinnati Ohio. My life course has led me as an administrator, practitioner, and academic to engage in projects involving a variety of non-profit organizations and populations. As a National United Way Consultant Trainor for a decade, I specialized in providing leadership and governance training to dozens of agency trustees and directors. I also served and chaired numerous agencies addressing the special needs of orphans, homeless, migrants, refugees, senior citizens, populations with special health and mental health care needs. My research agenda includes working as Principle Investigator and Administrator in federal, state and community collaborations that dealt with such issues as participatory planning, capacity building, citizen engagement, childhood immunizations, integration and access to aging and disability services, community oriented housing and urban development, and populations in need of a medical home. As a practitioner I mediate organizational and interpersonal disputes and design institutional dispute resolution systems. The main thing is that I deeply enjoy integrating my life course experiences into my academic instruction. This course addresses needs assessment and planning in the context of community development (my favorite topic). I intend for this course to prepare the master’s student for the rigors of working collaboratively to share responsibility for
analyzing community problems, planning, implementing and evaluating programmatic solutions to facilitate community development.

Course Pre-requisites, Co-requisites, and/or Other Restrictions
No required pre- requisites or restrictions

Materials – Readings, Supplementary Readings
No textbook is required for this course. However there are several assigned readings in Adobe and Online Instructional Resources for Community Development.

Course Catalogue Description
AGER-5790 - Needs Assessment, Program Planning and Evaluation in the Services for the Elderly. Principles, techniques and skills used to identify the needs of elders at the community level and to design and evaluate programs individually tailored to meet those needs in such areas as access, health, nutrition, housing, income maintenance, employment, personal support, and training and education. The primary purpose for this course is to provide graduate students a training and service learning practicum in the application of planning methodologies to developing community-based programs, services, and supports for the aged. Students are introduced to the structure of service delivery under the Older Americans Act and the wide array of preventive, supportive and restorative services comprising the aging/social/disabilities services continuum. Applications in needs assessment, program planning, administration, and evaluation help prepare students to conceptualize and respond to community readiness to service the changing needs of an aging society in such areas as access, health, nutrition, housing, income maintenance, employment, personal support, and training and education.

Learning Objectives

- Students will be able to articulate relevant theories of change and organizational development.
- Students will be able to differentiate the theory and methods by which they might engage an agency or a community coalition in strategic planning processes that utilize the assets of the community in collaborative problem solving and collective action.
- Students will understand and be able to explain how to align planning and budgeting functions to manage change.
- Students will be able to describe the process by which strategic planning is achieved and its relation to the theory of change and needs assessment, program planning and evaluation.
- Students will be able to articulate the significance of standards and criteria and their relationship to program outcomes and evaluations.
- Students will learn how to use program strategy to negotiated funding opportunities.

Teaching Philosophy
My teaching philosophy values practical experience as a learning tool. This is a professional skills development course designed to help prepare graduate students to assume leadership roles as community leaders, project administrators, analysts, program planner, and evaluators. It is
encouraged that students in this course will participate in a subsequent Masters level practicum course in Grant Proposal Writing.

**TECHNICAL REQUIREMENTS / ASSISTANCE**

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)

Hardware and software necessary to use Blackboard Learn: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)

Browser requirements: You need a browser that interfaces well with Blackboard Learn, such as Microsoft Internet Explorer or Mozilla Firefox.

**Minimum Technical Skills Needed:**

- Using the learning management system
- Using email with attachments
- Copying and pasting
- Downloading and installing software
- Using spreadsheet programs

**STUDENT TECHNICAL SUPPORT**

The University of North Texas [UIT Student Helpdesk](http://www.unt.edu/helpdesk/bblearn/) provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

- Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)
- Phone: 940.565-2324
- In Person: Sage Hall, Room 130

Our hours are:
- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight

**ACCESS & NAVIGATION**

**Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: [https://learn.unt.edu](https://learn.unt.edu)

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: [http://ams.unt.edu](http://ams.unt.edu).

To view Blackboard’s privacy policy, go to: [http://www.blackboard.com/Footer/Privacy-Policy.aspx](http://www.blackboard.com/Footer/Privacy-Policy.aspx)
Student Resources

As a student, you will have access to these resources:

- Take the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.

- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Helpful Tip: Blackboard has a new mobile app called Bb Student replacing BB Mobile for student use. Bb Student was designed with you in mind and with the intention of providing a more user friendly and modern experience to help you achieve your educational goals. Your phone needs one of these operating systems installed: iOS8+, Android 4.0+, or Windows 8.1+. Some of the key features include:

Activity Stream: The majority of the time you spend in Bb Student will be spent on the activity stream, the home screen. It represents a “smart view” of prioritized events and actions, and pushes content to you.

Course Outline: This provides you with a familiar way of exploring content, quickly accessing information, and identifying the main materials you need to focus on. Content presentation is simple, clean, straightforward and fun.

Test & Quizzes: You are able to view, complete, and submit assignments and tests, right in the app.

Grades: Gives you real-time access to your grades in a comprehensive and friendly format which enables you to quickly identify your academic results and progress in a given class or assignment.

Follow these steps to download and install the Bb Student app.

From your device, access the appropriate online store.

iTunes StoreSM on your iPhone®, iPod touch®

Google Play™ on your Android® device

Windows Store on your Windows® device

Search for Bb Student.

Install the app on your mobile device.

Open Bb Student and search for the University of North Texas.

Log in with your Blackboard Learn EUID and password.

Contact @BbMobileSupport on Twitter for assistance if you need help.
Student Academic Support Services

Links to all of these services can be found on the Academic Support tab within Blackboard Learn.

- **Academic Resource Center**: buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
- **Center for Student Rights and Responsibilities**: provides Code of Student Conduct along with other useful links.
- **Office of Disability Accommodation**: ODA exist to prevent discrimination on the basis of disability and to help students reach a higher level of independence.

- **Counseling and Testing Services**: CTS provides counseling services to the UNT community as well as testing services; such as admissions testing, computer-based testing, career testing and other tests.
- **UNT Libraries**: online library services
- **Online Tutoring**: chat in real time, mark up your paper using drawing tools and edit the text of your paper with the tutor’s help.
- **The Learning Center Support Programs**: various program links provided to enhance the student experience.
- **Supplemental Instruction**: program for every student, not just for students that are struggling.
- **UNT Writing Lab**: offers free writing tutoring to all UNT students, undergraduate and graduate.
- **Math Tutor Lab**: located in GAB, room 440.
- **Succeed at UNT**: how to be a successful student information.

**Being a Successful Online Student**
- [What Makes a Successful Online Student?](#)
- [Self Evaluation for Potential Online Students](#)

**How the Course is Organized:**

The course is organized into 16 Weekly Sessions. Each session is a Module. Each module is organized with The Day’s Lessons, Assigned Readings, and Assignments to be submitted using the Assignments Tool. Week 1 covers the Course Overview with an Introductory assignment where students share their brief Bio information with the class on Blackboard discussion. In Week 2 students learn how to specify problem statements for Change Model development and identify a Leading Health Indicator that they will assign to a coalition led by a community agency that will create a community development Change Model for improving quality of life for a segment of the population. In Week 3 students learn measurement theory and create hypotheses that drive their model for change. In Week 4 students learn about research design and the application of Standards and Criteria for evaluating outcomes according to their Change Model hypotheses. In Week 5 students learn Logic Models theory and applications and develop a logic model to fully illustrate their Leading Health Indicator Model for Change. In Week 6 students learn project evaluation methodology and lay out a strategy for evaluating the implementation of their Leading Health Indicator Change Model. In Week 7 students discover how to assess and determine organizational readiness to lead community coalitions in the implementation of
Change Models for community development. In Week 8 students learn the importance of project scope and domain and methodology for conducting community needs assessments. In Week 10 students learn methodologies for developing and applying relevant data to the Change Model problem statement and the importance for establishing outcome measures for project evaluation and impact determination. In Week 11 students propose a needs assessment methodology for their Leading Health Indicators project. In Week 12 students wrap up their strategic planning activities involving the chosen lead agency and project goals and objectives.

**Week by Week Outline for Lessons & Assignments:**

Weeks 1-2 =
Course-Overview
- Course Syllabus
- Timeline and Deadlines
- Definitions and Key Concepts

**Topic --- History-of-Government-Sponsored-Programs**
- The Americans with Disabilities Act of 1990
- Social Security Act of 1935
- Federal Housing Act of 1937
- Older Americans Act of 1965
- AoA Mission Statement and Operating Structure
- AoA Sponsored Programs
- ADA Objective and Purpose
- Five Titles of the Americans with Disabilities Act
- Developmental Disabilities Assistance and Bill of Rights Act of 2000
- Administration on Developmental Disabilities

- Assignment 1 – Personal introduction - Post to the instructor via Assignment tool - your 1-paragraph biography, your e-mail addresses, and phone numbers (Include day, evening, and cell).
  - Also post a brief Bio/Intro to Discussion Board “Exercise-1 - Introductions”

- Assignment 2 – Problem specification - Post your lead agency’s identity and your problem specification as a Leading Health Indicator via the Assignment tool. To specify an problem is to answer the following questions in great detail regarding your Leading Health Indicator:
  - The first question is what exactly is the issue, problem or concern.
  - The second question is why is it considered an issue, problem or concern.
  - The third question is who (demographically) has it.
  - The fourth question is where (geographically) are they experiencing it.
  - The fifth question is when did it start (on a timeline).
  - The sixth question is how is it projected to change (on a timeline).
  - The seventh question is how much will it cost to deal with it now as compared with the cost of dealing with it later.
  - The eighth question is are technologies now available for dealing with it.
  - The ninth question is will society value doing something concrete (actually pay the costs) to
Required online reading: Chapter 1 – Our Model for Community Change and Improvement

Week-3 =
- Measurement Theory
- Quantitative Measurement
- Qualitative Measurement
- Data Sources

- Assignment 3 – Hypotheses Specification - Post the hypotheses you specify as ways of dealing with the issue, problem, or concern you have identified to the class via discussion tool.

Students will consult their instructor in formulating hypotheses with respect to the Leading Health Indicator they have chosen and are recommending for the lead agency to pursue.

For example only: Let’s accept the fact that a review of the literature indicates knowledge of the availability of existing services is the primary determinant of the utilization of such services. And let’s say the issue, problem, or concern is that your lead/client agency suspects that seniors who receive home-delivered meals lack sufficient knowledge about the availability of other supportive services they might be eligible to receive to help them continue to live independently in their community as they age in place.

Let’s say the client agency delivers meals to seniors who reside in five distinct districts. Then a hypothesis might be that knowledge of the availability of existing services for seniors is equally distributed among seniors in all five districts. This hypothetical claim is testable by gathering primary data from a brief interview schedule or survey instrument. Each service item listed on the survey instrument is a test of a hypothesis. Let’s say that there are a dozen services available and therefore there are a dozen items each asking about knowledge of the availability of a specific service. Then there are a dozen hypotheses – one to accompany each item.

Let’s say that the interview takes three minutes to complete and is given to all 673 recipients of the agency’s home-delivered meals. Could it be that seniors who reside in some districts are significantly more knowledgeable about the availability of existing senior services than are seniors residing in other districts? Or does the analysis of our survey results indicate that knowledge about the availability of existing senior services is equally distributed across seniors residing in all five districts? No doubt, the client agency’s strategy is to increase knowledge of the availability of existing senior services. The practical application is to determine which districts most deserve receiving our limited marketing resources designed to increase knowledge of the availability of existing senior services. So, hypothesis
specification answers the question, “what claims do we want to test?”

• **Assignment 4 – Standards and Criteria Specification** - Post a concise specification of the environmental assumptions facing your client. The relationship between the organization’s mission, vision, and values is parallel to the relationship between its goals, objectives, and strategies.
  InfoLink: http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning

**Required online reading: Chapter 2 – Other Models for Promoting Community Health and Development**

**Week-4 =**
**Topics - Research-Design**
  - Project Design Specification
  - literature review Paradigms
  - Model Specification Action Hypotheses
  - Implementation with Management Controls Data Development

• **Assignment 5 - Literature Review** - Post a literature review on issue, problem, or concern you have identified to the instructor.

**Week-5 =**
**Topics - Logic-Models**
  - Logic Models Specification
  - Theory Approach Models
  - Outcomes Approach Models
  -Activities Approach Model

• **Assignment 6 – Logic Models Specification** - Post a diagram of the intervention (logic model) addressing the problem and hypotheses that you specified to the instructor.

**Required online reading: Chapter 3 – Assessing Community Needs and Resources**

**Week-6 =**
**Topics - Evaluation-Models**
  - Evaluation Models Specification Structures
  - Processes
  - Outcomes
  - Impacts

• **Assignment 7 - Evaluation Models Specification** - Post your evaluation model for the project you and your client will implement to the instructor
Week 7 =
- Topic - Client-Selection-and-Description
- Client’s Readiness Assessment
- Operational Aegis
- Enablement
- Span of Authority
- Domain Considerations
- Capacity Boilerplate
- Community Support
- Collaborative Partners

- Assignment 8 - Drafting Your Client’s Readiness Assessment - Post your client’s readiness assessment to the instructor.

Required online reading: Chapter 8 – Developing a Strategic Plan

Week 8 =
Topic - Scope-of-Client-Needs-Assessment
- Drafting Your Client’s Assessment Scope/Parameters
- Determining the Focus Areas for Needs Exploration
- Setting Geographical Catchments Defining Target Populations

- Discussion: Discuss a proposed methodology for conducting a community needs assessment to verify the need for the type of intervention (logic model) you have proposed.

Week 10 =
Topic - Developing-Needs-Assessment-Protocols
- Proposed Methodology/Selection of Research Methodologies
  - Primary Data Strategies
  - Secondary Data Strategies
  - Data Analysis
  - Strategies Reporting Strategies

Required online reading: Chapter 13 – Orienting Ideas in Leadership

Week 11 =
- Discussion: Developing-Needs-Assessment-Protocols - Proposed Methodology
- Assignment 9 - Proposed Methodology - Post a proposed methodology for conducting a community needs assessment to verify the need for the type of intervention, (logic model) you have proposed to the instructor.
Required online reading: Chapter 17 – Analyzing Community Problems and Solutions
Required online reading: Chapter 19 – Choosing and Adapting Community Interventions

Week-12 =
Ongoing-Strategic-Planning-Activities
- Based-on-Assessed-Needs
Assessment Protocols
- Environmental Assumptions with Respect to Assessed Need
- Internal Analysis with Respect to Assessed Needs (SWOT)
- External Analysis with Respect to Assessed Needs (SWOT)
- Linking Assessed Needs with Client’s Organizational Goals & Objectives
- Developing Specific Strategies to Address New Objectives

Specifying Standards and Criteria
- Specification of Timelines Articulation of Logic Models
- Discuss your community needs assessment protocol in the discussion.
- Drafting Your Assessment Protocols - (For weeks 12-14)

Required online reading: Chapter 38 – Some Methods for Evaluating Comprehensive Community Initiatives

Week-13 =
Topic - Ongoing-Strategic-Planning
- Activities-Based-on-Assessed-Needs
- Assessment Protocols
  - Discussion: Discuss your community needs assessment protocol in the class.
  - Drafting Your Assessment Protocols - (For weeks 11-13)

Week-14 =
Examination covering content from the Online Community Development Instructional Resources

- Assignment 10 - Assessment Protocols - Post your community needs assessment protocol to the instructor.

Week-15 =
Completion-of-Strategic-Plan-Documents
- Assignment 11 - Strategic Plan Documents Assignment to Client - Submit Your Strategic Plan Documents Assignment to the instructor using the assignments tool. And post it to the discussion board for class review and comment. Please respond to at least three of your classmates’ discussion posts.

Week-16 = - REVIEW
- Preparation-for-Student-Performance
• Evaluation-of-Student-Performance
• AGER course evaluation forms

Make your appointment with instructor for conference call.
Final Examinations – Online Week 14 due April 22.
Student evaluation – phone call with instructor - by appointment.
Summary: 16 weeks – 12 Assignments – 1 Exam – 1 Final Paper -- 1 Conference call

Helpful Tip: One of the really helpful tools in Blackboard makes it possible for you to forward posts from each discussion forum to your student email. If you have a smart phone, that means that you can read and respond to an interesting post from a classmate or me right from your smartphone email, which can be very convenient if you have a few minutes during the day.

To set this up, go into each discussion topic one at a time. and do this in each one. At the top of the discussion threads there is a tab that says "thread actions". Click to access the drop down menu and choose "subscribe". This will forward all of the posts to your my.unt.edu student email, which can be very convenient. If you discover that you don’t find this helpful, you can always unsubscribe by clicking "unsubscribe" on the banner above the discussion forum. You will have to subscribe to each discussion topic individually but I have found it to be very useful!

IMPORTANT NOTE about Blackboard Downtime: Bb Learn is unavailable every Saturday night from 11:00pm until 2:00am CDT Sunday morning for system maintenance. Please remember this when planning your work in the course for the week.

What Should Students Do First?
Start Here
When you first access the course, click on Start Here in the course menu and complete the Blackboard Orientation. Please read the course syllabus completely and review the course calendar and UNT Academic Calendar, all of which are also located in Start Here. Complete the Zip Code Survey found in Start Here during the first week of the course. Finally, post your Personal Introduction, due week 1, in Start Here, following the guidelines for the personal introduction provided in that folder. Begin the first week’s reading assignment and note that your personal introduction and your initial posts for the first discussion forum are both due in the first week of the course on the date specified in the Course Calendar.

How Students Should Proceed Each Week for Class Activities
Rely on the Course Calendar for information about each week’s assignment and all assignment due dates to ensure that all assignments are submitted on time. There are substantial penalties for submitting work late, so record due dates in your agenda and monitor them frequently. Rubrics that explain what is expected and how assignments will be graded have been provided for Discussion Board Participation and for the Final Project Paper and can be found in Rubrics in the course menu. Please contact the instructor using the Breakroom found in the Discussion folder if you have a question that
you think might be shared by other students. The instructor will respond publicly in Breakroom and all students will be able to benefit from the information shared by the instructor. If you have a private question or concern that you would like to discuss, please email the instructor by clicking Email in the course menu, or schedule an appointment to meet with the instructor during office hours.
COURSE REQUIREMENTS

1. The student will be responsible for checking the Announcements in Blackboard and for checking course email daily.

2. The student will access and follow all course instructions found in the weekly discussion modules of the Blackboard course and in the syllabus.

3. The student will complete all weekly readings in the time frame specified on the course calendar in order to participate effectively in weekly discussions.

4. The student will complete the assigned ‘online’ exams accessing the Assessment folder in the Blackboard course, and clicking on Assessment 1 or Assessment 2.

5. The student will respond to posted online course discussion questions each week using the Blackboard discussion tool, and will follow the guidelines provided in the Discussion Board Rubric. The Discussion Board Rubric is found by clicking on Rubrics in the course menu. Submit your initial posts to the discussion forum each week by the deadline provided on the Course Calendar, and continue to post throughout the week to maximize points earned each week. Students are encouraged to enhance the conversation by providing complementary resource materials and properly referenced supplementary items.

5. The student will complete a final paper in accordance with the instructions given in this syllabus and in the Final Paper Rubric, which is provided in Rubrics in the course menu. Students will submit the Final Paper by the deadline provided in the Final Paper Rubric and on the Course Calendar.

COMMUNICATIONS

Interaction with Instructor: I’m looking forward to getting to know all of you and to working with you. Contact me any time via the course email in Blackboard, or via my UNT email address (Gayle.Prybutok@unt.edu). I will check messages daily and will make every effort to respond as quickly as possible. If you would like to meet personally, my office is located in Chilton Hall, Room 302B and we can arrange to meet there during my regularly scheduled office hours or by appointment. My office hours are Thursdays, noon to 2pm. Please let me know if advance if you intend to see me at my office on a particular day.

My goal is for you to enjoy this course, to learn how to engage in meaningful and useful online course discussions, to gain a greater understanding of the issues associated with the management of health information technologies, and to help you in any way that I can to be successful.
Announcements

Important course announcements and important information from the instructor will be posted in the "Announcements" area on Blackboard each week, and students are expected to check this area daily for updates.

Additional Resources holds a number of important materials:

Discussions

The Blackboard Discussions area is a public domain that will be seen by all students.

Breakroom If you have a question that you think might be shared by others in the class, please post it to Breakroom, the first segment in the Discussion Board area. I will respond to the post and my answer will be available for everyone in the class to see.

During the first week of the course, in order for you to get to know your classmates, your Personal Introduction will be posted in the first folder in Discussions, labeled Personal Introduction. Submit your personal introduction by the due date provided on the Course Calendar.

Weekly Discussion Forums will be posted in Discussions and will be in sequential folders labeled Week 1 Discussion, Week 2 Discussion, etc. To respond to the discussion topic at hand, create a thread, enter your response and click Submit.

Email

Your course e-mail can be accessed from Email in the course menu. If you have questions or concerns that you do not want made public, please direct them to the course instructor in Blackboard e-mail. Emails sent to the instructor will be read as soon as possible and every effort will be made to answer your e-mails within 2 business days. Students are expected to check course email daily for messages from other students or the instructor.

Rubrics

The Discussion Board Rubric and the Final Paper Rubric can be found by clicking on Rubrics in the course menu.

Required Readings

Please follow the schedule for the Weekly Online Assignments at the end of the course Timeline. These required readings are intended to provide in-depth guidance for working collectively to provide leadership in designing, implementing, and evaluating Change Models for community development. Your assignments are based on the guidance given in these readings and your selection of a leading health indicator for the coalition.
Final Paper Submission

The Final Paper is the compilation of the following in a finished report:
1. Cover Page
2. Table of Contents
3. Introduction
4. Assignments 2 thru 12
5. An appendix
   a. Logic Model
   b. Evaluation Model
   c. Gantt Chart
   d. Budget Summary
   e. Budget

I will approve project sign ups by posting feedback in the grade center, and final project paper question selections will be final.

Assignments

You will contribute 12 Assignments to the Final Paper. All assignments will be submitted via the Assignments tab in the course menu. Due dates for all stages of the Final Paper are posted on the Course Calendar, and you will receive feedback after you compile the Final Paper Draft so that your final submission will be a refined product. Follow the guidelines for submission of each stage of the final. When you submit your assignments, DO NOT ask for confirmation. KEEP COPIES OF EVERYTHING YOU SUBMIT

Policy on Late Assignments

All work for this course is due no later than 11:59 pm on the designated due date (Sundays, throughout the semester, unless specifically noted). Any assignment submitted after that time will receive a highest possible score of 75%. Additional points may be deducted when the assignment is graded based on the quality of the work submitted. Work submitted more than 48 hours after the due date will not be accepted, and the student will receive a zero for that assignment. Please don’t lose valuable points this semester by turning in work late. **Late work is subject to penalty described above unless previously approved by the instructor**

Tracking

Blackboard enables the instructor to track information on the number of times each student has posted, the number of times the student has accessed the course materials, and the time of the student’s last posting.

Downloading
Copies of discussion board materials, the course syllabus, course calendar, discussion board rubric and final project paper rubric may be downloaded and printed for easy reference.

**ASSESSMENTS & GRADING**

This course is made up of a series of assignments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you each Sunday at 5pm and close on the following Sunday at 5pm. This gives you the benefit of the full weekend to complete your participation in the week’s discussion topic. The total points available for the course for the combined discussion forums, assessment and final project paper is 1000 points.

I. Discussion Board Participation and Weekly Activities (20%) - Your personal introduction plus 12 discussion forums @ 15.39 points each = 200 points

**Purpose:** To provide the student with a general introduction to major tasks associated with community healthcare needs assessment, planning, and to teach participants how to contribute meaningfully to a coalition led effort to share responsibility for the welfare of citizens. Before your first interaction on the discussion board, please review the *Rubric for Discussion Board Participation* posted in *Rubrics*.

**Description:** The discussion board assignments and activities are organized around the 12 assignments submitted by students in their project development efforts. Online community development instructional resources are linked to each assignment and discussion board topic and I will help introduce each discussion with a lesson that presents a guidance drawn from the literature that relates to the topic at hand.

**Instructions:** The course week will begin on Mondays at 12:01am, and initial postings to the weekly discussion board assignments (your own response to the discussion topic and responses to two of your classmates’ responses) are due every Sunday, no later than 11:59pm. These posts will lay the foundation for the beginning of our conversation, but students are expected to post throughout the week, and to introduce supplementary materials to expand the conversation or to illustrate your point. Each week’s discussion will close on Sundays at 11:59pm and the new week’s discussion window will begin. Begin reading weekly materials early, so that you will be prepared to participate each week in the weekly discussion. As noted above, refer to the rubric for the grading of the discussion board. Participation is required throughout the week, not simply on a single day.

Each discussion forum is worth 15.39 points. Students that fail to respond to a discussion forum will receive a 0 for the week. Poor responses like “I agree” or “Well said!” are not substantive responses and will not be counted as a quality response. Quality interaction with your instructor and with your peers is essential in this class. In order to earn credit for the discussion associated with each topic, you are, at a minimum, required to respond to the discussion thread yourself and to post quality responses to at least two of your classmates by the Sunday 11:59pm deadline. Achievement of this standard will earn15.39 points.
How to submit your response to the Discussion Board:

• Submit your response to the discussion topic in the Blackboard discussions labeled by the appropriate topic by creating a thread.

• After you have responded to the discussion question each week, respond to the postings of two of your classmates by Sunday at 11:59pm.

Be aware of the policy for late work provided in the syllabus. Mark all due dates on your calendar to be sure that course assignments are turned in on time.

Assessments (30%) - 25 points each or 300 points
There will be one online exam given during week 14 that will be posted in the Assessment folder on the course menu. The exam is designed to ensure mastery of the content presented in the online community development instructional resources and major community development concepts prior to completing and submitting the final paper. It will open and be available at the Spring Break and will close on Sunday, April 22, at 11:59 pm which will allow you to choose a convenient time to complete the assessment.

Final Paper-60% (600 points)
The final paper is designed to provide an opportunity for you to synthesize and apply what you have learned throughout the semester by compiling and analyzing the 12 Assignments and by studying the Online Community Development Instructional Resources.

Online Community Development Instructional Resources
Access to and the timeline for reading Online Community Development Instructional Resources is as follows:

COMMUNITY TOOL BOX

AGER 5790 Week by Week Reading Assignments

Weeks=1 - 2

Topics --- Chapter 1. Our Model for Community Change and Improvement

- Section 1. A Community Tool Box Overview and Gateway to the Tools
- Section 3. Our Model of Practice: Building Capacity for Community and System Change
- Section 5. Our Evaluation Model: Evaluating Comprehensive Community Initiatives
Chapter 2. Other Models for Promoting Community Health and Development

- Section 1. Developing a Logic Model or Theory of Change
- Section 2. PRECEDE/PROCEED
- Section 3. Healthy Cities/Healthy Communities
- Section 4. Asset Development
- Section 5. Collective Impact
- Section 6. The Institute of Medicine's Community Health Improvement Process (CHIP)
- Section 7. Ten Essential Public Health Services
- Section 8. Communities That Care
- Section 9. Community Readiness
- Section 10. The Strategic Prevention Framework
- Section 11. Health Impact Assessment
- Section 12. Documenting Health Promotion Initiatives Using the PAHO Guide
- Section 13. MAPP: Mobilizing for Action through Planning and Partnerships
- Section 14. MAP-IT: A Model for Implementing Healthy People 2020
- Section 15. The County Health Rankings & Roadmaps Take Action Cycle
- Section 16. Building Compassionate Communities
- Section 17. Addressing Social Determinants of Health in Your Community

Weeks= 5 - 6

Chapter 3. Assessing Community Needs and Resources

- Section 1. Developing a Plan for Assessing Local Needs and Resources
- Section 2. Understanding and Describing the Community
- Section 3. Conducting Public Forums and Listening Sessions
- Section 4. Collecting Information About the Problem
- Section 5. Analyzing Community Problems
- Section 6. Conducting Focus Groups
- Section 7. Conducting Needs Assessment Surveys
- Section 8. Identifying Community Assets and Resources
Weeks= 7 - 8

Chapter 8. Developing a Strategic Plan

- Section 1. An Overview of Strategic Planning or "VMOSA" (Vision, Mission, Objectives, Strategies, and Action Plans)
- Section 2. Proclaiming Your Dream: Developing Vision and Mission Statements
- Section 3. Creating Objectives
- Section 4. Developing Successful Strategies: Planning to Win
- Section 5. Developing an Action Plan
- Section 6. Obtaining Feedback from Constituents: What Changes are Important and Feasible?
- Section 7. Identifying Action Steps in Bringing About Community and System Change

Related Toolkits

- 5. Developing Strategic and Action Plans

Weeks= 9 - 10

Chapter 13. Orienting Ideas in Leadership

- Section 1. Developing a Plan for Building Leadership
- Section 2. Servant Leadership: Accepting and Maintaining the Call of Service
Weeks= 11 - 12

Chapter 17. Analyzing Community Problems and Solutions

- Section 1. An Introduction to the Problem-Solving Process
- Section 2. Thinking Critically
- Section 3. Defining and Analyzing the Problem
- Section 4. Analyzing Root Causes of Problems: The "But Why?" Technique
- Section 5. Addressing Social Determinants of Health and Development
- Section 6. Generating and Choosing Solutions
- Section 7. Putting Your Solution into Practice

Related Toolkits

- 3. Analyzing Problems and Goals
- 7. Developing an Intervention

Weeks= 13 - 14

Chapter 19. Choosing and Adapting Community Interventions

- Section 1. Criteria for Choosing Promising Practices and Community Interventions
- Section 2. Understanding Risk and Protective Factors: Their Use in Selecting Potential Targets and Promising Strategies for Intervention
- Section 3. Identifying Strategies and Tactics for Reducing Risks
- Section 4. Adapting Community Interventions for Different Cultures and Communities
- Section 5. Ethical Issues in Community Interventions
- Section 6. Promoting the Adoption and Use of Best Practices
We eks= 15 - 16

Chapter 38. Some Methods for Evaluating Comprehensive Community Initiatives

- Section 1. Measuring Success: Evaluating Comprehensive Community Initiatives
- Section 2. Gathering Information: Monitoring Your Progress
- Section 3. Rating Community Goals
- Section 4. Rating Member Satisfaction
- Section 5. Constituent Survey of Outcomes: Ratings of Importance
- Section 6. Reaching Your Goals: The Goal Attainment Report
- Section 7. Behavioral Surveys
- Section 8. Conducting Interviews with Key Participants to Analyze Critical Events
- Section 9. Gathering and Using Community-Level Indicators
- Section 10. Community-Level Indicators: Some Examples

###

After the submission of the Final Paper Draft, students will receive feedback from the instructor with recommendations for improving the content if identified. The due dates for submission of the Final Paper appear on the Course Calendar.

**Total Points Possible for Semester = 1000**

<table>
<thead>
<tr>
<th>Points</th>
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<tr>
<td>900-1000</td>
<td>A</td>
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<td>800-899</td>
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<td>600-699</td>
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<td>Less than 600</td>
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Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Forums</td>
<td>200%</td>
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<tr>
<td>Exam</td>
<td>300%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>600%</td>
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</tbody>
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Accessing Grades
Students should use this file naming convention on all Word file assignment submissions:
K-Turner_Assign-1. Do not post assignments via email. Use the Assignment Tool to make your submission. Note some weeks may require more than one submission.

Assignment Submission Instructions
Students should submit each Assignment and the Final Paper in a double spaced Microsoft Word document with 1 inch margins, using Arial 12 font, to the proper folder in the Assignment tab, by the due dates specified on the Course Calendar. The student’s first and last name, the course number, and the submission date should appear in the right corner of the header, and we will utilize the APA 6 formatting and style guide for layout and reference guidelines. A good resource for information about APA 6 is available from the Purdue Online Writing Lab (or Purdue Owl, found at https://owl.english.purdue.edu/owl/resource/560/01/)

Create a thread to add your response to the weekly Discussion forum and “reply” to the posts of other students to comment on what they have. If you have additional resource material to support your post or to expand the discussion, “browse your computer” and upload the item before you submit your response.

All students are expected to engage in the discussion forum in a professional and cordial manner. The etiquette protocol for participating in the online discussion board can be found by pasting the link below into your browser.

http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf

ACADEMIC CALENDAR and COURSE CALENDAR
Both the UNT academic calendar and the course calendar appear in Start Here for your convenience

COURSE EVALUATION
The end of course evaluation will be made available to students as soon as it is released by the University. Your feedback is important and valuable, so please take the time to complete it.

SCHOLARLY EXPECTATIONS
All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Instructor Responsibilities and Feedback
The instructor is responsible for guiding and supporting student learning and engagement throughout the course, and for providing clear instructions for discussion forums, the single course exam, and for the Final Project Paper. Rubrics have been provided for the Discussion Forum participation and for the
Final Project Paper. The instructor is responsible for responding to student questions about assignments and projects, about the course material presented, and for providing additional resources to enhance understanding of course material. Timely feedback is essential for student success and the instructor is responsible for providing timely feedback to students throughout the course. The instructor/graduate teaching assistant will actively participate in each week’s discussion forum and will provide feedback to students each week regarding their participation. The instructor will grade submitted assignments and will post grades for students within 10 days of assignment due date.

**Class Participation**

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go to succeed.unt.edu

**Virtual Classroom Citizenship**

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

**Incompletes**

This course will observe the UNT policy on incompletes, found here:

http://registrar.unt.edu/grades/incompletes

**Policy on Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**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 at:
Graduate Online Course Attendance Policy
Students are expected to participate actively each week and to meet all deadlines for course assignments as detailed in the Course Calendar.

Information about the University of Texas’ Attendance Policy may be found at: http://policy.unt.edu/policy/15-2-5

Administrative Withdrawal
This course will observe the UNT policy on academic withdrawal found here:
https://deanofstudents.unt.edu/withdrawals

Syllabus Change Policy
Changes to the course syllabus or due dates is not anticipated but should they be necessary, the instructor will provide ample notification to students to allow them to complete assignments in a timely manner without penalty.

UNT POLICIES

Student Conduct and Discipline:  Student Handbook.
You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

The UNT Code of Student Conduct can be found here:

ADA Policy

The University of North Texas makes reasonable academic accommodation 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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 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.
Add/Drop Policy
The University of North Texas Add Drop Policy for Fall 2016 can be found at the following link:

http://registrar.unt.edu/registration/fall-add-drop

Important Notice for F-1 Students taking Distance Education Courses:
Federal Regulation

The paragraph reads:
(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F–1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.
Voluntary Product Accessibility Template (VPAT) Blackboard Learn Release 9.1