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Syllabus & Course Timeline

AGER 5790 – Spring 2015

900 (13279), **950** (13978), **975** (13979)

Needs Assessment, Program Planning & Evaluation in the Services for the Elderly

- Course Description
- Student Evaluation
- Course Requirements and Student Assignments
- Technical Course Requirements
- Americans with Disabilities Act
- Policy on Cheating and Plagiarism
- Syllabus as a Contract
- Copyright Notice
- Planned course schedule
- What's your project turn-in going to look like?
- APA style

Syllabus/Timeline subject to change… you will be notified via Blackboard course e-mail. Please provide instructor with a reliable working E-Mail address outside of Blackboard.

Course 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.

Student Evaluation

Student examination comprises 40% of the final grade and is based upon the demonstration of needs assessment and service planning methodologies. Student project completion comprises 40% of the final grade and is based upon the development of written and oral reports involving the collection and use of data for completion of community needs assessment and planning studies for aging service providers. Class participation (Discussion boards) counts for 20% of the final grade.

Course Requirements and Student Assignments

Students are required to prepare and submit all assignments by the due-date requested. Assignments not received by the due-date requested may not be credited towards the final course grade.

THIS IS A 100% ONLINE CLASS

Assignments are established at three levels:

1. The first level is the request for critical thinking in response to the assigned readings. Students must first read the assignments then engage in on-line discussions with other students regarding assigned readings. This discourse will be posted to the discussion board and monitored periodically and will be credited toward the final grade for the course.

2. The second level is the request for students to complete weekly tasks related to the gathering and processing of planning information and the preparation for reporting. 11 Exercises help guide the student in the completion of data development and the analyses required to structure planning reports.
3. The third level is the completion and submission of planning reports to the instructor according to the schedule posted below. Students will post the completed reports to the instructor following the instructions given for each assignment.

Technical Course Requirements

Students must have access to Internet services from home or university labs. Students must have access to Microsoft Windows capabilities for Word, Excel, and PowerPoint. In addition, PDF Files are used in this course.

Americans with Disabilities Act

It is the policy of your instructor to comply fully with the Americans with Disabilities Act (ADA) and to make reasonable accommodations for qualified students with disabilities. Please present your written request for accommodation at the start of the semester.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious matters. The usual penalties for these offenses include failure for the assignment, failure in the course, and a written report to the Dean of Students. Plagiarism is the act of taking the ideas and/or words of others and presenting them as your own. If you are uncertain how to cite your sources, please contact the course instructor for assistance.

Syllabus as a Contract

The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

Copyright Notice

What's your project turn-in going to look like?

(Client Name) (Project Name) Please follow the outline presented below for developing your final document for submission to the instructor and to the client. Everything listed below must be compiled into one Word file for submission. Thanks...

Your project should include… (In this order)

1. PROJECT COVER PAGE
2. TABLE OF CONTENTS
3. ASSIGNMENT #2 – Agency and Problem Statement
4. ASSIGNMENT #5 – Literature Review/Research Design
5. ASSIGNMENT #3 – Hypotheses
6. ASSIGNMENT #4 - Standards and Criteria
7. ASSIGNMENT #8 – Client Readiness Assessment
8. ASSIGNMENT #9 – Scope of Client Needs Assessment
9. REFERENCES (APA Style)

Appendixes:

- **Appendix A:** ASSIGNMENT #6 – Logic Model
- **Appendix B:** ASSIGNMENT #7 – Evaluation Model
- **Appendix C:** GANTT CHART – Timeline
- **Appendix D:** ASSIGNMENT #10 – Draft of Client Assessment Protocols

APA style

The University of North Texas accepts usage of the APA style for class assignments as well as thesis and dissertations. Please use the APA style to submit your finished assignments for this class. This included your literature review and citations as well as the entire proposal document. Thanks. http://www.library.unt.edu/govinfo/browse-topics/citation-guides-and-style-manuals/scholarly-and-professional-style-manuals And...

Check out the Son of Citation Machine: APA Format, created by David Warlick of the Landmark Project, that automatically generates citations in APA style based on information you enter into a template. http://citationmachine.net/index.php?reqstyleid=2&more=yes - Select reference source on left.

Planned course schedule:

For more details see Timeline on following pages. In depth descriptions of Exercises and Assignments are presented in the Week-by-Week Lesson Folders. See course TIMELINE for more about assignments and assignment due dates.

DocsCite

A step-by-step guide to putting government publication citations into proper **MLA** or **APA** format. Use interactive templates to generate a complete citation automatically.

Son of Citation Machine

Select a citation style (APA, MLA, Chicago, or Turabian) and a resource type (e.g., book, journal, musical composition), then fill in the online form to get a properly formatted citation.

COURSE TIMELINE

AGER 5790 -- Spring -2015

Syllabus/Timeline subject to change… you will be notified via Vista course e-mail.

Class Schedule:

Class weeks begin 12:30 AM on Mondays and end 11:30 PM the following Sundays.

- 1st class day begins 12:30 AM Monday Jan. 12, 2015

Week-1 = Monday-January-12_Sunday-January-18-2015

- Week-1 Topic --- Course-Overview

Week-2 = Monday-January-19_Sunday-January-25-2015

- Week-2 Topic --- History-of-Government-Sponsored-Programs

Week-3 = Monday-January-26_Sunday-February-01-2015

- Week-3 Topic --- Measurement-in-Planning

Week-4 = Monday-February-02_Sunday-February-08-2015

- Week-4 Topic --- Basic-Planning-Processes

Week-5 = Monday-February-15_Sunday-February-16-2015

- Week-5 Topic **---** Research-Design

Week-6 = Monday-February-16_Sunday-February-22-2015

- Week-6 Topic **---** Logic-Models

Week-7 = Monday-February-23_Sunday-March-01-2015

- Week-7 Topic **---** Evaluation-Models

Week-8 = Monday-March-04_Sunday-March-08-2015

- Week 8 Topic --- Client-Selection-and-description-

Week-9 = Monday-March-09_Sunday-March-15-2015

Topic --- Spring-Break

Week-10 = Monday-March-17_Sunday-March-22-2015

- Week-10 Topic--- Scope-of-Client-Needs-Assessmen4

Week-11 = Monday-March-23_Sunday-March-29-2015

- Week-11 Topic --- Developing-Needs-Assessment-

Protocols **Week-12 = Monday-March-29_Sunday-April-04-2015**

- Week-12 Topic --- Ongoing-Strategic-Planning-Activities-Based-on-Assessed-Needs

Week-13 = Monday-April-03_Sunday-March-29-2015

- Week-13 Topic **---** Ongoing-Strategic-Planning-Activities-Based-on-Assessed-Needs

Week-14 = Monday-April-13_Sunday-April-19-2015

- Week-14 Topic **---** Strategic-Plan-Documents

Week-15 = Monday-April-20_Sunday-April-26-2015

- Week-15 Topic --- Completion-of-Strategic-Plan-Documents Client evaluation form **---** Preparation-for-Student-Performance --- Evaluation-of-Student-Performance ---

Week-16 = Monday-April-27_Friday-May-08-2015 • Final

- **Last Class Day Thursday-April-30-2015 • Last Class Day**
- **Paper Due at 11:59 p.m. Thursday April 30 , 2015**
- *--- Evaluation-of-Student-Performance – phone call with instructor - by appointment.* **Final student/instructor interview open Friday May 8 2015, until 12 noon Saturday May 9**

Assignments

- **Assignment 1 –** Personal introduction - Post to the instructor your Personal Introduction. Please include a 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"
    - Begin a Literature Review - (For Assignment-5)

- **Assignment 2 –** Problem specification - Post your client agency's identity and your problem specification as agreed upon with your client agency to the instructor.

- **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.

- **Assignment 4 –** Standards and Criteria Specification - Post a concise specification of the environmental assumptions facing your client

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

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

- **Assignment 7 -** Evaluation Models Specification - Post your evaluation model for the project you and your client will implement to the instructor

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

- **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.

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

- **Assignment 11** - Strategic Plan Documents Assignment to Client - Submit Your Strategic Plan Documents Assignment to your client (Note: Your Client's "Evaluation of Plan Documents" form, included in this submission to your client, should be returned to you in time for your submission to Instructor next week.)

- **Assignment 12 –**Submit your strategic planning documents to the instructor.

Week by Week Lessons & Assignments:

Weeks-1- 2 =

Topic --- Course-Overview --- History-of-Government-Sponsored-Programs

- Course Syllabus
- Timeline and Deadlines
- Definitions and Key Concepts

  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 Vista E-Mail tool - your Personal Introduction. Please include a 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 client agency's identity and your problem specification as agreed upon with your client agency to the instructor Via the Vista Assignment tool.

To specify an issue, problem or concern is to answer the following questions in great detail:

- The first question is <u>what</u> exactly is the issue, problem or concern.
- The second question is <u>why</u> is it considered an issue, problem or concern.
- The third question is <u>who</u> (demographically) has it.
- The fourth question is <u>where</u> (geographically) are they experiencing it.
- The fifth question is <u>when</u> did it start (on a timeline).
- The sixth question is <u>how</u> is it projected to change (on a timeline).
- The seventh question is <u>how much will it cost</u> to deal with it now as compared with the cost of dealing with it later.
- The eighth question is <u>are technologies now available</u> for dealing with it.
- The ninth question is <u>will society value doing something concrete</u> (actually pay the costs) to address it.
- The tenth question is <u>which agency in the community ought to take the lead</u> in collaboration with other agencies to addressing the issue, problem or concern.

Week-3 =

Topic --- Measurement-in-Planning - Hypotheses Specification

- 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 client agencies in formulating hypotheses with respect to the issue, problem, or concern that the agency has chosen 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 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/dothework/tools_tk_content_page_133.aspx

Week-4 =

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 =

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.

Week-6 =

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 =

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.

Week-8 =

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 =

Developing-Needs-Assessment-Protocols - Proposed Methodology
Selection of Research Methodologies
Primary Data Strategies
Secondary Data Strategies
Data Analysis Strategies
Reporting Strategies

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.

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)

Week-13 =

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 =

Ongoing-Strategic-Planning-Activities-Based-on-Assessed-Needs - Assessment Protocols

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

Week-15 =

Completion-of-Strategic-Plan-Documents - Client evaluation form

- **Assignment 11** - Strategic Plan Documents Assignment to Client - Submit Your Strategic Plan Documents Assignment to your client (Note: Your Client's "Evaluation of Plan Documents" form, included in this submission to your client, should be returned to you in time for your submission to Instructor next week.)

Week-16 = - REVIEW

- Preparation-for-Student-Performance
- Evaluation-of-Student-Performance
- AGER course evaluation forms

Submit Your Final Strategic Plan Documents to Instructor.

Submit your completed Client's Evaluation of Plan Form Document to Instructor.
Complete AGER Course Evaluation form via MyUNT (SETI).
Make your appointment with instructor for conference call.

- **Discussion:** Discuss your strategic planning documents (what you provided your Client) in the class.
- **Assignment 12 –**Submit your strategic planning documents to the instructor.

Final Examinations –TBA
Student evaluation – phone call with instructor - by appointment.

16 weeks **- 12** Assignments **- 1** Conference call
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Updated 8/30/2014