



HEALTH PROGRAM EVALUATION & RESEARCH

HLTH 4355- 3 Credit Hours; Fall 2024 Syllabus

Class Meeting Location and Times:
Science and Technology 131; Tue-Thurs 11:00-12:15pm

Instructor: **Bryan P. Bayles, PhD, MPH**

Office: CAB 351F

bbayles@tamusa.edu (BEST way to contact me)

Phone: (210) 784-2282

Office hours – Tue and Thurs 12:30pm-1:30pm or by appointment



Course Description: Health Program Evaluation & Research is designed to introduce students to core concepts and methods of evidence-based public health education program/intervention planning, implementation, and evaluation. Students will develop skills for assessing community needs for health promotion; preparing written measurable health promotion program objectives; developing associated theory-based methods and strategies for achieving those objectives; designing a program action plan that includes an implementation plan; and applying evaluation methods for measuring health program process and outcome effectiveness.

TSI Restriction(s): Reading, Math, and Writing

Restrictions: Graduate level students may not enroll.

Textbook and/or Resource Materials:

- McKenzie, JF, Neiger, BL, & Thackeray, R. (2023). *Planning, implementing & evaluating health promotion programs*. (8th edition). Jones & Bartlet Learning.

Additional Readings

- Additional material and readings, etc will be provided by the instructor through Blackboard.

**The syllabus/schedule are subject to change.

Course Objectives

The course will provide students with opportunities to apply their knowledge of health promotion theories to effectively plan, implement, and evaluate health promotion programs. The course involves lectures, class discussion, experiential exercises, and a semester-long project.

Course Learning Goals: Upon completion of this course, students will be able to:

1. Understand the responsibilities and competencies of the public health education specialist.
2. Locate resources for use in the creation, design, implementation, and evaluation of public health education programs and/or interventions
3. Conduct a needs assessment to prevalent public health problems and/or behaviors.
4. Create a program rationale using valid and reliable secondary data.
5. Apply planning models to public health education programs and/or interventions.
6. Apply theoretical constructs in the design of public health education programs and/or interventions.
7. Create a mission statement, goals, and objectives for public health education programs and/or interventions.
8. Apply marketing theory to public health education programs and/or interventions.
9. Select appropriate evaluative measures and tools for assessing program process and effectiveness in addressing a specified community health problem.
10. Apply 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.

Student Responsibilities and Grading

Each student is expected to participate and contribute in all exercises, discussions, assignments, and examinations. The grade for this class will be determined according to the following distribution of activities and their respective points:

A maximum of 700 points can be obtained as follows:

- | | |
|---|-------------------|
| • Tests (5 tests; 100 points each) | 500 points |
| • Writing Assignments/Activities (50 points each) | 200 points |
| ○ <i>(Your lowest writing assignment score will be dropped)</i> | |
| • Social Marketing & Program Plan Assignment | 100 points |

700 Total points

- A detailed grading rubric will be provided for all written assignments
- Cheating (including plagiarism) results in zero points.

Final Course Grade

- A = 630-700 points
- B = 560-629 points
- C = 490-559 points
- D = 420-489 points
- F < 420

Course Assessments; 700 Total Points

1. Tests (500 points total; 100 points each): There will be **five** tests based on material from the text, PowerPoint notes, classroom discussions and activities.

Make-up exams will only be allowed under circumstances recognized by the instructor or university and must be approved by the Instructor prior to the exam date/time.

3. Writing Assignments & Activities (200; 50 points each)

(Your lowest writing assignment score will be dropped)

Grading rubrics will be provided

- 1) **Due Tue Sept 5: Job Outlook; In a one-page paper** (single-spaced; 11- or 12-point Times New Roman font; 1-inch margins) describe the projected job outlook and pay ranges for health education specialists for the next ~10 years (2022-2032). {Hint: Consult the Bureau of Labor Statistics Occupational Outlook Handbook: <https://www.bls.gov/ooh/home.htm> }
- 2) **Due Tue Sept. 10: Social Math**; Select a disease (e.g. diabetes, cancer, heart disease), or a health behavior (e.g. physical inactivity, vaping, consumption of excess sugar sweetened beverages) and write a paragraph describing the health problem using 'social math'.
- 3) **Due Tue Oct 1 Preventive Service Recommendations**: Visit the websites of the Community Preventive Services Task Force (CPSTF) and the U.S. Preventive Services Task Force (USPSTF). At the two sites, find out what the recommendations are for _____ preventive screening and educational programs for _____. Summarize your findings in one to two paragraphs. Based on the recommendations, write another one two paragraphs describing what advice you would give regarding future health promotion programming to a local coalition that is trying to reduce the rates of _____ in its community.
- 4) **Due Tue Oct 8; Program Rationale**. Write a **two-page** program rationale that pitches/sells a program you are planning to decision makers. Use the guidelines presented in Chapter 2.
- 5) **Due Nov. 12th; Topic To Be Announced**

4. Social Marketing & Program Plan Assignment (100 points) Due by the Final Exam date; This assignment will be explained in class and will involve the creation of social media marketing materials (infographic, flyers, etc for a preventive health topic of your choosing, together with a brief program plan)

Policy on Grade Appeals: We all make errors, and I'm no different!

If you feel that I am in error upon receiving a grade for an exam or assignment, let me know after class, or during an office visit. If your concern warrants further consideration, I may ask you for a written explanation of why you think your answer is correct and/or why my grading is overly harsh.

Please note that a request for you to elaborate verbally or in writing does not guarantee that points will be restored to your grade.

Policy on Late Assignments & Making Up Exams: Please complete exams and other assignments on/by the dates when they are scheduled/due.

Should circumstances arise that prevent you from taking or turning in an exam at the normal time, I may ask you to present verifiable documentation of the circumstances.

Failure to produce such documentation may result in refusal to accept your late exam/assignment and a grade of '0'.

In other cases, a penalty of 10% per day late may be imposed at the instructor's discretion.

Whenever possible, let me know ahead of time if you are going to be late with an exam or assignment.

Policy on receiving an 'Incomplete': If you are ill or otherwise unable to attend class for an extended period, please let me know what is going on as soon as possible so that we can develop a plan that will enable you to complete the course.

Students with extended absences who have not contacted me by the end of the semester will receive a grade of '0' for all incomplete/missing work.

OVERVIEW OF COURSE CONTENT & SCHEDULE:

The course schedule, readings, assignments, and syllabus policies are subject to change at the Instructor's discretion. You will be notified of changes via Blackboard Announcements and during class. Changes are often to benefit the needs of the class.

WEEK 1: Responsibilities of the public health education specialist (Chapter 1)

- Tue Aug 27 Intro; class agreements; syllabi
- Thur Aug 29 Intro to Health Education, Health Promotion & Program Planning
 - Due Thur Sept 5: **Writing Assignment #1** (Job Outlook)

WEEK 2: Planning a Health Promotion Program; Program Planning Models & Theoretical Constructs Creating a Program Rationale } (Chapters 2 & 3)

- Tue Sept 3 Planning a Health Promotion Program (Creating a Program Rationale)
- Thur Sept 5 Planning a Health Promotion Program (Creating a Program Rationale)
 - Due Tue Sept. 10: **Writing Assignment #2** (Social Math)

WEEK 3 Planning a Health Promotion Program; (Chapters 2, 3) {Locating resources; valid primary & secondary data sources for design, implementation, and evaluation}

- Tue Sept 10 Planning a Health Promotion Program (Program Planning Models)
In Class Cost Calculator Demo/Interactive
- Thur Sept 12 Planning a Health Promotion Program (Program Planning Models)

WEEK 4 Common Theories and Models (Chapter 7)

- Tue Sept 17 **TEST # 1** (Chapters 1, 2, 3)
- Thur Sept 19 Theories & Models

WEEK 5 Needs Assessment, Measurement, & Sampling (Chapters 4 & 5)

- Tue Sept 24 Theories & Models
- Thurs Sept 26 Needs Assessment; Measurement & Sampling

WEEK 6 Mission Statements, Goals & Objectives (Chapter 6)

- Tue Oct 1 Measurement & Sampling cont.
- Thurs Oct 3 Mission Statements, Goals & Objectives
 - Due Tue Oct 8; **Writing Assignment #4** (Program Rationale)
 - Weekend: Read Pastor, M., Terriquez, V., & Lin, M. (2018). How Community Organizing Promotes Health Equity, And How Health Equity Affects Organizing. *Health affairs (Project Hope)*, 37(3), 358–363. <https://doi.org/10.1377/hlthaff.2017.1285>

WEEK 7 Community Organizing & Community Building for Health

- Tue Oct 8 The Healthy Neighborhoods Program; Jason Rosenfeld Health Clubs
- Thurs Oct 10 **GUEST PROCTOR TEST # 2** (Chapters 4, 5, 6) *Dr. Bayles at AUSTIN HEALTHIER TEXAS SUMMIT*

WEEK 8 Interventions & Marketing (Chapters 8 & 9) {Marketing Theory}

- Tue Oct 15
- Thurs Oct 17

WEEK 9 Program Implementation & Management (Chapters 11 & 12)

Tue Oct 22
Thurs Oct 24

WEEK 10 Program Implementation & Management (Chapters 11 & 12)

Tue Oct 29 *****GUEST PROCTOR TEST #3** (Chapter 8, 9, 11, 12); *Dr. Bayles at APHA*
Thurs Oct 31 Program Implementation & Management Chapters 11 & 12

WEEK 11 Health Promotion Program Evaluation & Research Approaches & Designs (Chapters 13 & 14)

Tue Nov 5
Thurs Nov 7
➤ Due Tue Nov 12; **Writing Assignment #5** (To be announced)

WEEK 12 Health Promotion Program Evaluation & Research Approaches & Designs (Chapters 13 & 14)

Tue Nov 12
Thurs Nov 14

WEEK 13 Data Analysis & Reporting (Chapter 15)

Tue Nov 19
Thurs Nov 21 **TEST #4** (Chapters 13, 14)

WEEK 14 Data Analysis & Reporting (Chapter 15)

Tue Nov 26
Thurs Nov 28 **NO CLASS THANKSGIVING**
November 28-November 30, 2024 Thursday-Saturday Thanksgiving Holiday - No classes

WEEK 15 Open/Review

Tue Dec 3
Thurs Dec 5 LAST CLASS (celebration!)
○ Fri Dec 6 Study day - No classes

WEEK 16 EXAMS

December 7-December 13, 2024 Saturday-Friday **FINAL EXAMS**

- **TEST #5 & Social Marketing & Program Reports DUE**
 - December 17, 2024 *Tuesday Commencement*
 - **December 24-January 1, 2025 Tuesday-Wednesday Winter Break**

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

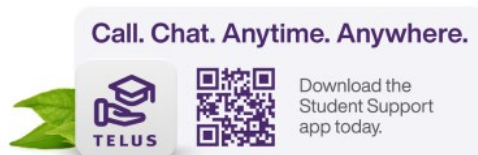
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the

Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.

2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

No Use of Generative AI Permitted

HLTH 4355 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

| | |
|----------------|---|
| August 26 | First day of class |
| September 2 | Labor Day Holiday |
| November 11 | Last day to drop with an automatic "W" |
| November 19 | Last day to drop a course or withdraw from the University |
| November 27 | Study Day – No classes |
| November 28-30 | Thanksgiving Holiday – No classes |
| December 5 | Last day of classes |
| December 6 | Study Day – No classes |
| December 7-13 | Final exams; |