



EAST TENNESSEE STATE
UNIVERSITY

College of Clinical and Rehabilitative Health Sciences

Department of Allied Health Sciences

ALHE 5200
Assessment, Planning, and Evaluation

Credit Hours

3 credit hours

Course Description and Purpose

This course examines the process of assessment, planning and evaluation as they relate to the allied health professional in a leadership role. Students will learn how to assess a problem or situation relevant to their working environments, propose an intervention, and design a logical evaluation plan to measure intervention effectiveness

Course Goals

The goal of this course is to provide the master level student with a skill set that can be used to logically and systematically approach problem solving in program planning, implementation, and evaluation.

Course Objectives

At the conclusion of this course, the student will be able to:

1. Apply assessment techniques prerequisite to the development of an intervention plan for a relevant issue pertinent to allied health.
2. Critically analyze various assessment techniques.
3. Develop a theoretical plan of action for a relevant allied health need either community, healthcare, or academically based.
4. Propose and justify an evaluation component for an action plan or functioning program.
5. Synthesize the logical progression and correlations of assessment, planning, implementation, evaluation, and subsequent planning.
6. Demonstrate application of a systems approach to evaluation utilizing inputs, throughputs, outputs, and outcomes.
7. Demonstrate process evaluation as it relates to outcome evaluation.

Major Topics

Course topics will include: problem analysis and needs assessment, assessment tools, approaches to measurement, selecting the appropriate intervention strategy, setting goals and objectives, effectiveness-based management systems, calculating costs, performance measurement and monitoring, program evaluation

Course Requirements

Textbooks and Readings

Required textbook: Kettner, P.M., Moroney, R.M., & Martin, L.L. (2017). *Designing and managing programs: An effectiveness-based approach* (5th ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781783388344.

Technical Requirements

For minimum acceptable performance D2L (your course platform) recommends at least a 56K modem connection, although it can be accessed with slower connections. You will need a monitor capable of at least 800x600 resolution. D2L can be accessed at lower resolutions (such as 640x480), although at low resolutions scroll bars may interfere with the interface. As a web-based application D2L itself has no minimum hardware requirements for your computer. However, since D2L does require a 5.0 browser or better, you should refer to the minimum hardware requirements for your browser. Note that Microsoft Explorer will work, but Chrome or Firefox works better with D2L. You will need an office suite such as Microsoft office that includes: Word, PowerPoint, and Excel. You have access to this office suite through your office 365 account which provides your email. Most of your course material will be provided in PDF format, which means you will need Adobe Acrobat Reader which is a free download from Adobe. If you use Apple Works or Pages make sure to use Word conversion and submit files as .docx or .doc. For assignments not created in Word or the Mac equivalent resulting in files that do not end in .doc or .docx, these will need to be converted to Rich Text Files or .rtf before submitting. In other words, your professor can open .doc, .docx, or .rtf.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication

Faculty are required to communicate with you using your official ETSU email account. Please make sure you keep a very close eye on that account and use it to communicate with me. Remember there is an email feature in our course site in D2L. Make sure you are using your Microsoft Office 365 email account through ETSU.

Attendance and Participation

You are expected to be attentive to all course announcements, read all feedback provided by your instructor on your returned assignments, read all discussion board postings, and complete all course requirements by the time they are due. You should deal with any technical problems immediately if they occur. You are expected to read all information made available to you and seek any clarification needed in a timely manner. You are expected to ask questions if there is anything you do not understand.

Assignments and Submission Guidelines

This will be a project driven course designed to give the student an opportunity to apply course concepts. In other words, there will be no traditional exams. All project assignments are to be submitted through the appropriate dropbox. Note you will have two dropboxes for article critiques (critique 1 and critique 2); one dropbox for your assessment plan; another for your assessment findings and project objectives which is not graded but gives you an opportunity for feedback before you complete your intervention plan; one dropbox for your intervention plan; and one for your evaluation plan. Please make sure you submit your assignments to the correct box. Weekly discussion questions are to be answered via the Discussion Forums. The course will follow a pattern of discussion and project building.

Late and Missing Submission Policy

All students are expected to actively participate in online class discussions. Each discussion question posted will be assigned a date by which the student must respond. If you are unable to fulfill this requirement for any reason, you should notify the instructor prior to the discussion close date and make alternative arrangements. The aim is to encourage interaction among students, not simply to present information. However, you must demonstrate preparation and understanding of the course material. Do keep in mind that you cannot wait until the end of the assignment week to post your initial answer to the discussion questions. Your initial posting should be made by Wednesday and no later than Thursday leaving the end of the week and the weekend for replies and deeper discussion. However, the weeks shift due to fall break on October 14 and 15. Our weeks then start on Wednesday. So, pay attention to the dates on the course schedule and adjust accordingly. Consistently late initial postings will result in loss of class participation points. All discussion replies must be done by the last day of the assignment time period. No one wants to go back and read discussion from prior weeks. However, please remember that not reading discussion postings is the equivalent of not participating and will affect your participation grade. Students are required to respond to all discussion questions within the given time frame. Students are expected to submit assignments by the due date as stated in the syllabus. Assignments, as well as discussions, are due by midnight (US Eastern) on the last day of the week as listed under date on the course schedule below. However, since life situations occur, students are required to contact the instructor

for assignment extensions. If extension has not been pre-approved, no late assignments will be accepted or graded.

Grading Policy

Article Critiques	20%
Assessment Plan	20%
Intervention Plan	20%
Evaluation Plan	20%
Class Participation	20%

Grading Scale

A	95-100%
A-	92-94%
B+	89-91%
B	85-88%
B-	82-84%
C+	79-81%
C =	75-78%
F =	< 75%

Course Schedule

Date	Class Topic	Readings / Discussion Topics / Assignments
Week 1 8/26 - 9/1	What is effectiveness-based planning?	Chapter 1 / discussion / questions
Week 2 9/3 - 9/8	Understanding the problem	Chapters 2 & 3 / Selection of problem, project, or policy to assess

OFFICIAL SYLLABUS WILL BE PROVIDED IN THE COURSE

Week 3 9/9 – 9/15	Needs Assessment	Chapters 4 & 5 / determining what data to collect and how
Week 4 9/16 – 9/22	Needs Assessment	Article critique 1 due Chapter 5 / Assessment planning
Week 5 9/23 - 9/29	Putting the assessment together	Assessment Plan due
Week 6 9/30 – 10/6	Intervention strategies Setting goals and objectives	Chapters 6 & 7 Discussion questions Assessments (begin assessments after your plan is approved)
Week 7 10/7 – 10/13	Program design	Chapter 8 Assessments Discussion questions
Week 8 10/16 – 10/22	Managing information	Assessment Findings / Objectives for intervention due Chapter 9
Week 9 10/23 – 10/29	Calculating costs	Finalizing Intervention and Evaluation Plans Chapters 12 and 13 Discussion questions
Week 10 10/30 - 11/5	Staying within the budget	Chapters 12 and 13 Intervention Plan due; you may also turn in evaluation plan

		Discussion questions
Week 11 11/6 – 11/12	Measuring performance	Chapters 10 and 11 Discussion questions
Week 12 11/13 – 11/19	Putting together an evaluation plan	Article critique 2 Finalize your evaluation plan, if you have not already
Week 13 11/20 – 11/26	You cannot manage what you cannot measure	Evaluation Plan due if not already submitted
Week 14 12/2 – 12/8	Lessons learned	Course evaluation Post synopsis in PowerPoint format of project including evaluation results, if possible

Note that all weeks do not run Monday through Sunday. The days shift in mid-October due to fall break which is a Monday and Tuesday, and then shift back after Thanksgiving.

About Each Assignment:

Article Critiques: Students will submit two critiques of articles from peer reviewed journals pertaining to topic areas relevant to this course. Articles should be selected that are relevant to your professional field or area of interest. Further, each article must be an actual study, not an opinion piece or a literature review. Look for articles that evaluate a process, procedure, or product relevant to your field. It would be ideal if you could find articles that conduct a study similar (in either topic or methodology) to the issue that you plan to choose for your assessment and evaluation plans. Use the library link <https://libraries.etsu.edu/>. The best database for most of us is CINAHL which is a nursing and allied health database of articles. You can click on CINAHL (on left under databases) directly from this page and then you can choose all databases if you want to when you put in your search key words. Library questions can be directed to refdesk@etsu.edu. Our Grad Student Librarian is Dr. Wendy Doucette, doucettew@etsu.edu. Remember, do your searches early enough so that you can take advantage of interlibrary loan, if needed. Do not limit your searches to full text. Do limit your searches to peer-reviewed journals. Always choose the PDF version of the article, if that choice is available. Dr. Doucette will be glad to give you a review on how to do a library search, if you are not feeling confident.

Papers should be 1-2 pages in length (single spaced with double spacing between paragraphs or 3-4 pages if double spaced throughout). You must use APA guidelines. Be sure to include a citation of

the article with your critique, so I can also find it. See the APA handout under course documents and use the library link for more information on how to do citations and referencing in APA format. You should have already purchased the APA Manual. You will need it for this program. Critiques must include background information pertinent to the study, a discussion of the methodology used in the study, results, conclusions, and limitations. Be very aware that you should read and process the study and write a critique of it, not just a report. Additionally, all verbatim information must be quoted and given proper references or you are plagiarizing. You should critique the work, challenge the results if appropriate, and relate the importance of the work to your profession or field of study. You should also show the ability to relate the article to the larger scope of the course by relating it to other readings and providing references for doing so.

Assessment Plan: Using our textbook and related resources you will develop and implement an assessment plan for a chosen (and approved) topic or issue of concern. As much as possible the issue should be real and related to a program, process, or policy regarding health or health care. When writing your plan (whether assessment, intervention or evaluation) you should include background information, in other words, what is your justification for what you are about to propose. This is a good place to insert some references from the literature since you are going to be looking for articles anyway. To help you start thinking about your assessment, is there something in your work environment that you would like to improve?

Intervention Plan: Based on **assessment findings**, you will develop and implement (if possible) an intervention to improve or alleviate problems uncovered in your assessment. Your intervention plan should have clear, measureable objectives with time frames. This should be as detailed as possible and include what, when, who, and how.

Evaluation Plan: You will plan how to adequately evaluate your intervention. Remember you should give serious thought to evaluation as you plan the intervention. In other words evaluation plans must come before you conduct an intervention, so that evaluation methods can be built in. Your evaluation plan should include aspects of process (summative), outcome, and impact evaluation components as they relate to the project.

Participation: All students are expected to actively participate in online class discussions. Each discussion question posted will be assigned a date by which the student must respond. If you are unable to fulfill this requirement for any reason, you should notify the instructor prior to the class and make alternative arrangements. The aim is to encourage interaction among students, not simply to present information. However your posting should demonstrate understanding of the reading material. ***Students are required to respond to all discussion questions within the given time frame.*** Student responses to discussion questions must be substantive, that is, thoughtful and analytical. Simply agreeing with a classmate is not substantive. The discussion board functions much like a Microsoft word environment. However, the spell check feature is not as good. When writing lengthy pieces for the discussion board you should consider writing your submission as a Word document and then copying and pasting to the discussion board. Remember you are held to academic standards of writing style and the use of proper grammar, punctuation, and spelling and should include references with your posting when applicable. Be positive and constructive in group discussions. Respond in a thoughtful and timely manner. You are expected to read everything on all discussion boards. Your instructor can tell how much you read and how much time you spend on the discussion boards. **You are expected to post early enough in the week to give classmates an opportunity to read and respond to any / all postings before the end of the week. Do not wait until the last minute to post your initial posting.**

Student Services and Technical Resources

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turn it in Plagiarism Detection

Turn it in is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. If you have questions about plagiarism, please ask. Students who copy from others, allow others to copy their work, and/or present another student's or author's work as their own may face charges of academic misconduct.

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

University Information

Syllabus Attachment

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

Bibliography

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