1. OVERVIEW:

This course is a methods and program design course, which explores the approach to aging programs serving the elderly. Programs may include: adult day care/day health care programs, activities coordination, health education, long term care and community long-term care services, health services delivery, community care and support services, housing programs, specific disease management support services, health promotion programs, etc. The course will introduce students to the principles of program development and design, program evaluation with a focus on aging programs, and the development of a business plan or a component of a business plan. In addition, students will be well versed in the policies underlying various aging programs.

2. GOALS AND OBJECTIVES:

The primary goal of the course is to:

A. Expose students to the development, design, delivery, and evaluation of aging-based service programs;

B. Assist students in understanding what makes an effective aging program

C. Require that students develop a business plan that includes the structural and service delivery aspects of aging program design.

To this end, the course provides both methodological and practical applications for those working in gerontological settings, those who wish to go on to advanced study, and those interested in the development of programs and program implementation.

Specifically, this course focuses on 5 primary components throughout the course: Program Analysis & Planning Component, Needs Assessment Component, Program/Intervention Implementation Component, Evaluation Component, and Program Proposal/Business Plan Component.
A. Program Analysis & Planning Component – Develop an understanding of existing programs/interventions by addressing:
   • Who is involved (target audience)?
   • What is offered (what is a program, what is a service)
   • When are programs needed
   • How are programs delivered (structural and functioning operations)
   • Where are programs located
   • What are the sources of funding for the program/intervention?

B. Needs Assessment Component - Assess how programs are effective in:
   • Reaching the target audience
   • Meeting the needs of the target audience e.g., the older persons and their family members
   • If the program does not meet the needs of the target audience, determine ways to assess why not.
   • Is there any need for additional programs or for developing a new program/intervention?

C. Program/Intervention Development Component
   • Develop Mission Statement
   • Identify goals and objectives of the program/intervention
   • Identify and assess a theoretical framework or model to be used for interventions
   • Decide on strategies for development and implementation of the intervention

D. Evaluation Component - Enable an evaluation approach to programs and service delivery to improve how services operate.
   • Understand different types and levels of evaluation (formative, process, impact, outcome)
   • Develop a process of program evaluation
   • Develop working knowledge of program evaluation skills

E. Business Plan/Program Proposal Component - Provide students with the opportunity to work on a business plan either by a single student or work in a small group to produce an 8-12 page business plan. The instructor will serve as a consultant to each project and will assist in the process. Guidelines for the business plan can be downloaded from the Internet. Not until mid-October.

3. COURSE REQUIREMENTS:

A. CLASS PARTICIPATION - Each student is expected to attend class on a regular basis (not more than 3 absences) and to actively participate in class discussions by raising issues, debating points of interest and responding to queries from the instructor. Class participation is an integral part of the grade.

B. WEEKLY ASSIGNMENTS - Weekly readings include assigned chapters from the required textbook and research articles to be posted on Blackboard.
C. INDIVIDUAL OR GROUP BUSINESS PLAN PROJECT
   a. What: Each student will be expected to participate in one in-class project in which
      an individual or groups of students will produce a program proposal or business
      plan for an aging program. By doing this in an individual or group format, students
      will have an the opportunity to develop a proposal or plan for an aging program and
      solicit funding for such a program, and/or add a new division to an existing aging
      program.

   b. How: Methods for addressing business plan project will include the following:
      • Students will either work individually or form into a groups of 2 to 3 on a
        business idea, and will meet in class for work on the business plan project for
        approximately 30 to 45 minutes each session starring mid October.
      • The aging program component will address a need in the aging field.
      • The instructor will work closely with each group.
      • Each individual or group project will prepare a (anonymous) presentation to the
        rest of the class toward the end of the semester. More specific plans on the
        presentation will be discussed in class.

D. EXAMINATION: There will be mid-term and final examination. It is a closed-book and in-
   class examination. The mid-term examination includes approximately 25 questions with a
   combination of multiple-choice, fill-in, and true/false questions. The examination is
   primarily based on chapters from course textbook and additional course readings.

E. SITE VISIT - Students will make 1-2 site visits to an aging service agency in order to better
   understand what an aging program is, what services it provides, and where unmet needs
   continue to exist.

4. TEXT AND SUPPLEMENTARY MATERIAL:

Required Textbook:
McKenzie, James F., Neiger, Brad L., and Thackeray, Rosemary (2009). Planning, Implementing, and
Evaluating Health Promotion Programs: A Primer (5th edition). Pearson Benjamin Cummings: San
Francisco.

Suggested Readings:
Publishers.

Other reading materials will be announced in class to supplement textbook readings. They are in a
form of research article and monographs. The reading materials and handouts serve as reference
materials and should be put into a working binder for reference when you are developing your
program proposal.

5. GRADING:

Grades will be based on criteria and standards of the School of Social Work. As can be seen from
those definitions of letter grades, summarized below, “A” grades are for truly outstanding work and
are likely to be rare.

Undergraduate grades, according to University policy, are:
A - outstanding performance  
B - praiseworthy performance  
C - satisfactory performance (the most common undergraduate grade)  
D - minimally passing  
F - failing

These grades will be further defined by the criteria described below:

- Grades of A or A- are reserved for student work that is judged to be outstanding. The work demonstrates excellent mastery of content, and also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.
- A grade of B is given to work that is judged to be praiseworthy. This grade denotes that a student has demonstrated a sound understanding of the material being tested in the assignment, and has demonstrated a moderate level of complexity or creativity in his/her approach to the assignment.
- The degree to which the student demonstrates this complexity or creativity determines whether he/she receives a B+ or a B-
- A grade of C+ denotes that a student’s grasp on the content and expectations of the assignment is more than satisfactory.
- A grade of C is given to student work that meets the requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.
- A grade of C- denotes that a student’s performance was less than satisfactory on an assignment, reflecting a less-than-satisfactory grasp of content and/or expectations.
- A grade of D is given to work that is judged to be minimally passing. It reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
- Grades of D- or F denote a failure to meet minimum standards, reflecting serious deficiencies in a student’s performance on the assignment.

**Point Scores:**

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>88-89</td>
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<td>B</td>
<td>83-87</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>78-79</td>
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<td>C</td>
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<td>C-</td>
<td>70-72</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>Less than 59</td>
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**Attendance:** Attendance at all of each session is expected. Absences will detract from the attendance grade. It will help to speak to the instructor if you miss a class or are late or need to leave early due to illness or another unavoidable commitment. By the end of the second week of classes, students should notify the instructor of any planned absences for religious observances or any official University events or activities. The following standards will be used:

10 No absences  
9: One absence  
8: two absences  
7: three absences  
0: Four or more absences
Any combination of two significantly late arrivals and/or early leaving or frequent lateness may count as one absence.

Students will be graded on the following:

1) Participation & Attendance: 5%
2) Site visit report (1 site visit) (Due: 11/7/12) 10%
3) Mid-term & Final Exam (30% each)(10/17/12 & 12/05/12): 60%
4) Final Paper on Program Proposal (12/10/12): 25%

6. Class Schedule

| Week 1 | 8/29/2012 | Introduction to Course  
Review of Course Syllabus and assignments |
|--------|-----------|--------------------------------------------------|
| Week 2 | 9/5/2012  | The Continuum of Care:  
Why Programs, Why Services, Why Evaluation, Why Program proposal |
|        |           | Required Readings:  
McKenzie et al. (2009)  
Chapter 1 ‘Health Education, Health Promotion, Health Educators, and Program Planning”  
Chapter 2 “Models for Program Planning in Health Promotion” |
|        |           | Site Visit Plan: Students make a Site Visit to an Aging Service Delivery agency. Use Assessment tool attached to syllabus |
| Week 3 | 9/12/2012 | PROGRAM & PLANNING COMPONENT:  
Lecture:  
- Structure, Service Delivery of Service Providers/Businesses  
- Program Requirements: WHO, WHAT, WHEN, WHERE, HOW, WHY |
|        |           | Required Readings:  
McKenzie et al. (2009) Chapter 3 ‘Starting the Planning Process” |
| Week 4 | 9/19/2012 | PROGRAM COMPONENT: How to determine needs  
Lecture:  
- Needs Assessment; Types of Needs Assessments (administrative, who needs services)  
- Sources of information; what information would you need; and what currently exists  
- How to determine need for service  
- Administrative Needs Assessments and looking for gaps in service delivery  
- Focus Groups, Key Informant Interviews  
- Questionnaires and Survey Research (for community, family, religious institutions, community agencies, other service providers) |
<p>|        |           | Readings: |</p>
<table>
<thead>
<tr>
<th>Week 5</th>
<th>9/26/2012</th>
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<tbody>
<tr>
<td></td>
<td><strong>PROGRAM COMPONENT: Development of Intervention (Part 1)</strong></td>
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<td></td>
<td>Lecture: Mission Statement, Goals, and Objectives</td>
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<td>Readings:</td>
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<td></td>
<td>McKenzie et al. (2009) Chapter 6 “ Mission Statement, Goals, and Objectives”</td>
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<th>Week 6</th>
<th>10/3/2012</th>
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<tbody>
<tr>
<td></td>
<td><strong>PROGRAM COMPONENT: Development of Intervention (Part 2): Theories and Models and Interventions Development</strong></td>
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<td>Lecture: Theories and Models and Interventions Development</td>
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<td>Readings:</td>
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<td></td>
<td>McKenzie et al. (2009)</td>
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<td>Chapter 7 “ Theories and Models Commonly Used for Health Promotion Interventions”</td>
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<td></td>
<td>Chapter 8: “Interventions”</td>
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<td></td>
<td>Discussion Group: Business Plan/Program Proposal Development</td>
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<td>Site Visit: Students make first Site Visit to an Aging Service Delivery agency. Use Assessment tool attached to syllabus</td>
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<th>Week 7</th>
<th>10/10/2012</th>
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<tr>
<td></td>
<td><strong>PROGRAM COMPONENT: Intervention &amp; Program Implementation</strong></td>
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<td>Lecture: Program Implementation Setting Timelines for Planning</td>
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<td>Readings:</td>
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<td></td>
<td>McKenzie et al. (2009)</td>
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<td></td>
<td>Chapter 10 “ Identification and Allocation of Resources”</td>
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<td>Chapter 12: “Implementation: Strategies and Associated Concerns”</td>
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<td><strong>BUSINESS PLAN COMPONENT: What is a business plan (Part 1)</strong></td>
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<td></td>
<td>Lecture: Business Plan concepts</td>
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<tr>
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<td>What is the market? What is the competition? What businesses are out there?</td>
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<td>What is the business you propose to develop?</td>
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<td>Type of Business (manufacturing, retail, service delivery)</td>
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<td></td>
<td>Discussion Group: Business Plan/Program Proposal Development</td>
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<tr>
<th>Week 8</th>
<th>10/17/2012</th>
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<tr>
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<td><strong>Mid-Term Exam</strong></td>
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<th>Week 9</th>
<th>10/24/2012</th>
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<tbody>
<tr>
<td></td>
<td><strong>EVALUATION COMPONENT: Evaluation of your program</strong></td>
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<td></td>
<td>Lecture: What is evaluation? Why is it so important?</td>
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<td>Readings:</td>
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| Week 11 | 10/31/2012 | **EVALUATION COMPONENT: What do you expect to find? (Part 1)**  
Lecture: Measurement Criteria, the How-to’s. Tools for measurement (questionnaires, service records, focus group results, key informant interviewing)  
Readings:  
McKenzie et al. (2009)  
Chapter 14 “Evaluation Approaches and Design” |
| Week 12 | 11/7/2012 | **EVALUATION COMPONENT: What do you expect to find? (Part 2)**  
Lecture: Measurement Criteria, the How-to’s. Tools for measurement (questionnaires, service records, focus group results, key informant interviewing)  
**Site Visit Report Due** |
| Week 13 | 11/14/2012 | No class  
GSA Conference attendance |
| Week 14 | 11/21/2012 | **Discussion on Program Proposal Paper (Part 1)** |
| Week 15 | 11/28/2012 | **Discussion on Program Proposal Paper (Part 2)** |
| Week 16 | 12/5/2012 | **FINAL EXAM** |
| Week 17 | 12/10/2012 (Monday) | **FINAL Program Proposal PAPER DUE** |
GUIDELINES FOR CONDUCTING SITE VISIT

AGING SERVICE DELIVERY PROGRAM

STEPS:

1. Select a site – Review booklets on Aging Network services or information from Aging and Independence Services

Examples of services and sites where services are located may be:

- Information and Referral services,
- Senior centers with aging programs,
- Outreach services,
- Telephone/reassurance programs,
- Case management services,
- Health education
- Education regarding health care and related insurance systems
- Education about long-term care
- How to access programs and services
- Friendly visitation programs,
- Faith-based outreach
- Home visitation services
- Meals on wheels
- In-home support services
- Home Care services
- Adult day care/Adult day health care
- Companionship program

2. Conduct Website research on the site prior to making your visit. Access the site by website if available and begin the process of investigation, determining as much as you can prior to the site visit. Become conversant so that your interview is not redundant for the person you are interviewing.

3. Make the Site Visit and Interview Key person - Coordinator/Administrator/Health educator/Program Manager, etc. You may want to schedule the appointment ahead of time. It should take about 30 minutes.

4. Use the following framework:

WHO:

Service Providers
   a. Who provides the services?
   b. What is the training required of those who provide services?
   c. What credentials or licenses do providers commonly have?

Older Adults
   a. Who are the older adults receiving services?
b. What criteria must older adults meet in order to receive services?
c. How are their needs determined such that eligibility and program participation takes place?

**Family members**
a. Are family members brought into the framework of service delivery?
b. Are they consulted at intake?
c. Are they trained to provide services at home?

**WHAT:**
a. What divisions are present at the agency?
b. What programs are provided through the agency for older adults?
c. What services are available specific to the program that are provided to older adults?
d. Are all services that are provided reimbursed?
e. Do all older adults receive all services or just some services?
f. What difficulties arise in the delivery of services?

**WHERE:**
a. Where are services provided (in-home, agency, clinics, senior center, agency satellite offices, etc.)
b. Are transportation services available in order for older adults to access services?
c. Are there fees associated with accessing services?
d. What distance factors or other things such as non-English language make accessing services more difficult?
e. Has the agency addressed access and barrier issues given the location of services that are available?

**WHEN:**
a. When are services provided? (during convalescence, after discharge from hospital, upon request of older adult or family member, upon recommendations of case managers, etc.)
b. How long do clients use services on average?
c. Is there a limit to how long someone receives services?
d. Upon a certain diagnosis?

**HOW:**
a. How are services delivered? (In person, by van, by email, by telephone, by mail)
b. How are services provided? (through education, public speaking, mentoring, case management assessment and care planning?)
c. How are people trained to provide services?
d. How are volunteers used for service delivery?
e. How is the program evaluated?
f. How do they measure success? (Numbers of enrolled participants, improvements in quality of life, increased access to services, etc.)

5. **OVERALL RECOMMENDATIONS FROM PERSON INTERVIEWED**

Write up your results and turn in on the date indicated. Use the outline format above for your brief report. Please limit your report to no more than 3 pages. Typed and single spaced please.