COURSE SYLLABUS

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, activities coordination, health education, long term care and community long-term care services, health services delivery, community care and support services, housing programs, 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 and the minimum requirements for administering and managing them.

2. GOALS AND OBJECTIVES:

The primary goals of the course are 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 program proposal 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 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. Program Proposal Component - Provide students with the opportunity to work on a program proposal either by a single student or work in a small group to produce an 8-12 page program proposal. The instructor will serve as a consultant to each project and will assist in the process. Guidelines for the program proposal will be distributed in class

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. CLASS EXERCISES: During most class sessions there will be written classroom exercises based on the day’s lecture/subject, done either individually or in groups. It is required to always bring paper and pen.

C. INDIVIDUAL OR GROUP PROGRAM PROPOSAL 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 (graduate students) or program analysis/evaluation/proposal project (undergraduate students) for an aging program focusing on the service areas mentioned above. By doing this in an individual or group format, students will have an opportunity to develop a proposal 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 program proposal project will include the following:
      • Students will either work individually or form into groups of 2 to 3 on a program proposal idea, and might meet in class for work on the program proposal project for approximately 30 minutes each session starting mid-October.
      • The aging program component will address a need in the aging field.
      • The instructor will work closely with each group.

D. EXAMINATION: There will be a mid-term and a final examination. The examinations include approximately 30-50 questions with a combination of multiple-choice, fill-in, and true/false questions. The examination is primarily based on class presentations, chapters from course textbook and any additional course readings.

E. SITE VISIT - Students will make one (1) site visit 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. Students will be required to generate a site visit report to share their experiences and impressions after the visit. More details will be discussed in class. Hard copy due: 10/8/15 (late reports accepted only during one week after due date, 10 points will be deducted).

4. TEXT AND SUPPLEMENTARY MATERIAL:

Required Textbook:
Suggested Reading:

Other reading materials will be announced in class to supplement textbook readings. The reading materials, power points, 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.
- A grade of F denotes a failure to meet minimum standards, reflecting serious deficiencies in a student's performance on the assignment.
Point Scores:
A: 95-100  A-: 90-94
B+: 87-89  B : 84-86  B-: 80-83
C+: 77-79  C: 74-77  C-: 70-73
D: 60-69  F: 59 or less

Attendance: Attendance to each session is expected. Absences will detract from the attendance grade. For major illness or another unavoidable commitment documentation might be required. Every absence will deduct 10 points from the maximum 100 for participation/attendance (leaving at half time counts as -5 points). By the end of the second week of classes, students should notify the instructor of any planned absences for religious observances. At the 4th absence, the grade for attendance will be 0 points.

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) Class Exercises 10%
3) Site visit report (Due: 10/8/2015) 10%
4) Mid-term & Second Exam (25% each)(10/22/2015 & 12/3/2015): 50%
5) Final Paper on Program Proposal (12/10/2015): 25%

6. Additional SDSU Policies:

Disability Policy:
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Accommodation for Religious Observances
Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact me in advance so that I can make the necessary arrangements.

Academic Misconduct
Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of
a student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor. If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post- online quiz: **SDSU Plagiarism: The crime of intellectual property** by SDSU librarian Pamela Jackson, found at: [http://infotutor.sdsu.edu/plagiarism/index.cfm](http://infotutor.sdsu.edu/plagiarism/index.cfm).

For more information visit the Office of Student Rights and Responsibility: [http://studentaffairs.sdsu.edu/srr/academics1.html](http://studentaffairs.sdsu.edu/srr/academics1.html)

### 7. Class Schedule

| Week 1 | 8/27/2015 | **Introduction to Course**  
Review of Course Syllabus and assignments |
|---|---|---|
| Week 2 | 9/3/2015 | **Population Aging and Impact of Demographics**  
Site Visit Plan: Students make a Site Visit to an Aging Service Delivery agency. 
Use Assessment tool attached to syllabus |
| Week 3 | 9/10/2015 | **Overview of Gerontological Issues Requiring Service Programs** |
| Week 4 | 9/17/2015 | **The Older Americans Act:**  
An important funding source for most programs serving older persons |
| Week 5 | 9/24/2015 | **The Continuum of Care:**  
Why Programs, Why Services  
Major Programs and Services for Older Americans |
| Week 6 | 10/1/2015 | **REQUIREMENTS FOR PROGRAM PLANNING:** Background and Overview  
Changing Paradigms |
| Week 7 | 10/8/2015 | **PROGRAM & PLANNING COMPONENT:**  
Lecture:  
- Structure, Service Delivery of Service Providers/Businesses  
- Program Requirements: WHO, WHAT, WHEN, WHERE, HOW, WHY |
Required Readings:
McKenzie et al. (2012) Chapter 1 ‘Health Education, Health Promotion, Health Educators, and Program Planning”
Chapter 2 ‘Starting the Planning Process”

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<th>Site Visit Report Due</th>
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<tr>
<th>Week 8</th>
<th>PROGRAM COMPONENT: How to determine needs</th>
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<tbody>
<tr>
<td>10/15/2015</td>
<td>Lecture:</td>
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<td></td>
<td>- Needs Assessment; Types of Needs Assessments (administrative, who needs services)</td>
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<td>- Sources of information; what information would you need; and what currently exists</td>
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<td>- How to determine need for service</td>
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<td>- Administrative Needs Assessments and looking for gaps in service delivery</td>
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<td>- Focus Groups, Key Informant Interviews</td>
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<td>- Questionnaires and Survey Research (for community, family, religious institutions, community agencies, other service providers)</td>
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<td>Readings: McKenzie et al. (2012)</td>
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<td>Chapter 4 “Assessing Needs”</td>
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<td>Chapter 5: “Measurement, Measures, Measurement Instruments and Sampling”</td>
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<th>Week 9</th>
<th>Mid-Term Exam</th>
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<tr>
<th>Week 10</th>
<th>PROGRAM COMPONENT: Development of Intervention (Part 1)</th>
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<tr>
<td>10/29/2015</td>
<td>Lecture: Mission Statement, Goals, and Objectives</td>
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<tr>
<th>Week 11</th>
<th>PROGRAM COMPONENT: Development of Intervention (Part 2):</th>
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<tr>
<td>11/5/2015</td>
<td>Lecture: Theories and Models and Interventions Development</td>
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<td>Readings: McKenzie et al. (2012) Chapter 7 “Theories and Models Commonly Used for Health Promotion Interventions”</td>
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<td>Chapter 8: “Interventions”</td>
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<td>Discussion Group: Business Plan/Program Proposal Development</td>
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<th>Week 12</th>
<th>Program Proposal Paper Review (1/2)</th>
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<tr>
<td>11/12/2015</td>
<td>PROGRAM COMPONENT: Intervention &amp; Program Implementation</td>
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<tr>
<td>Lecture: Program Implementation Setting Timelines for Planning</td>
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<td>Readings: McKenzie et al. (2012)</td>
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<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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<tr>
<th>Week 13</th>
<th>EVALUATION COMPONENT: Evaluation of your program</th>
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<tr>
<td>11/19/2015</td>
<td>Lecture: What is evaluation? Why is it so important?</td>
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<tr>
<td>Measurement Criteria, the How-to’s. Tools for measurement (questionnaires, service records, focus group results, key informant interviewing).</td>
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<tr>
<td>Readings: McKenzie et al. (2012)</td>
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<td>Chapter 13 “Evaluation: An Overview”</td>
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<td>Chapter 14 “Evaluation Approaches and Design”</td>
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<td>Program Proposal Paper Review (1/2)</td>
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<th>Week 14</th>
<th>No Class – Campus Closed</th>
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<th>Week 15</th>
<th>SECOND EXAM</th>
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<td>12/3/2015</td>
<td>Program Proposal Paper Review (2/2)</td>
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<th>Week 16</th>
<th>FINAL Program Proposal PAPER DUE – PRESENTATIONS</th>
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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 programs
   - Friendly visitation programs,
   - Home visitation services
   - Home delivered meals programs
   - In-home support services
   - Home Care (in-home support)
   - Adult day care/Adult day health care
   - Companionship programs

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 need 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

**REQUIREMENTS:** Write up your results and turn in on 10/8/15. Use the outline format above for your brief report. Minimum 3 typewritten pages (double spaced, 12 point, Times New Roman, 1 inch margins).

To assist you in finding a program to visit, consult one of the two web directories below:

- [http://sandiego.networkofcare.org/aging/](http://sandiego.networkofcare.org/aging/)