

Syllabus for HWM 750 Planning and Evaluation for Wellness Managers

Important Note: This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

Course Description

The purpose of this course is to examine planning and evaluation as inter-related, cyclical activities. Students will examine major activities and processes involved in planning and evaluating wellness programs.

Prerequisites

HWM705 – Strategic Management for Wellness Managers

HWM710 – Research Methods for Wellness Programs

Course Learning Outcomes

At the end of the course, students should be able to:

1. Apply generalized planning model to prepare complete proposal for wellness program.
2. Clarify the need for and focus a program using evaluation techniques.
3. Develop effective measurement tools to use in program planning and evaluation.
4. Build the program using change theory, logic models, goals and objectives, and budgets.
5. Discuss the methods to manage program implementation.
6. Differentiate between formative, process, outcome, impact, and summative evaluation.
7. Discuss the ethical standards and risks inherent in evaluation and how to address them.
8. Construct an evaluation approach to measure and improve program effectiveness.

Course Requirements

Readings/Viewings:

Readings come from the textbook. Additional resources include articles, videos, and other interactive content interspersed throughout the course.

Assignments:

The assignments provide the opportunity to apply the skills and knowledge required for successful completion of the course. Assignments must be well organized, use scholarly tone, follow APA style, be consistent with graduate-level writing/communication style, and be turned in on time. Check your grades for feedback on assignments. Refer to the Course Calendar for all due dates.

Discussions:

Your instructor strives to foster an inclusive, comfortable environment where students are encouraged to participate whether in the form of class discussions, small group activities, or simply personal engagement with the material. Students bring with them a rich diversity of experiences and perspectives. Sharing your views and ideas in class is encouraged as it often

adds to the richness of the learning environment and in some cases may spark thoughtful discussion or debate. Differences of opinion are to be expected, but students must be respectful of their fellow students (and instructor) regardless of how you may view their opinions.

A discussion rubric will be used to grade the required discussion assignments. This rubric focuses on categories that define and describe the important components of the discussion. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level. In addition, please pay attention to grammar and spelling.

Planning and Evaluation Proposal Project:

There are seven parts to this project. Each will be completed as part of a designated lesson. The planning and evaluation proposal project will focus on a “community” need in an area that you have interest in working. Throughout the semester, you will work to develop each part of the project and receive feedback from your peers.

Peer Reviews:

The primary goal of the peer review work is for students to learn how to give and take constructive criticism of their work so students can make improvements to their work. You will be given guidelines in the rubric to follow when reviewing other’s work. It will be your responsibility to provide positive and areas for improvement feedback, help with grammar, punctuation, sentence structure, or ask questions for clarification or interest.

Policy on Late Assignments:

Students are expected to submit assignments by the due dates noted in the course. In extenuating circumstances, the student must contact the instructor as soon as possible to discuss the situation. In those circumstances, the appropriate course of action will be discussed.

Grading Policy

Project: Planning and Evaluation Proposal	295
Peer Review (6)	90
Discussion Posts (4)	100
Analysis (1)	40
Total	525 Points

A	90-100%
B	80-89%
C	70-79%
D	60-69%

F 59 or less %