

Syllabus for HWM 750 Planning and Evaluation for Wellness Managers

Important Note: The course site does not offer a way to compile pages and print them out. The information under the Syllabus heading in your course is all on separate pages. This document provides the syllabus information in one single document, but with one caveat: For the majority of the courses in this program, **all** of the information on those separate pages is repeated in this compiled document. However, lengthy guidelines, detailed rubrics and policies, and other very detailed information are not included in this document. **Please always check the course pages to make sure you have all of the information you need.**

Instructor Information

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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.

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 opportunities 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. All individual and group assignments should be uploaded via the Dropbox. Check your grades in D2L for feedback on assignments, and refer to the Course Calendar for all due dates.

Participation in 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.

Group Project:

For each part of the semester project, it will be necessary for you to collaborate with your group members. The exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and a requisite activity in this course. You are expected to interact with your peers in a meaningful, respectful, and professional manner. Please participate in your semester project discussions with an open mind and a willingness to share your thoughts with others. A fundamental principle of learning is the sharing and acknowledgement of others' ideas. That includes respecting the opinions of others even if your own opinions differ from theirs. Please keep in mind that a diversity of opinions makes for an enriched learning environment. The format of the final paper will be discussed in class. You will be asked, confidentially, to rate the participation of your group members (individual project component assignment).

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.

Support for Students with Disabilities:

My highest priority is for our class and course work to facilitate participation and exchange. I am eager to make accommodations to guarantee persons with disabilities access to any of the class content. Please let me know as soon as possible if you have a disability for which accommodations will be needed.

Grading Policy

Semester Group Project Individual Components	30
Discussion Posts (4)	31
Applied Learning Activities (4)	200
Analyses (3)	120
Total	531 Points

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59 or less %