

**Assurance of Student Learning Report  
2020-2021**

College of Health & Human Services

Department of Public Health

Workplace Health Promotion Graduate Certificate 1746

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*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1: Design comprehensive, integrated worksite health protection and health promotion interventions to address priority safety or health issues.**

<b>Instrument 1</b>	<b>Direct: EOHS 502 - Workplace Health Promotion Program Paper</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, check whether the program met the goal Student Learning Outcome 1.  Met  Not Met

**Student Learning Outcome 2: Demonstrate ability to communicate concepts and principles of health protection, health promotion and the integration of programs**

<b>Instrument 1</b>	<b>Direct: PH 587 - Theory Application Paper</b>
<b>Instrument 2</b>	<b>Direct: EOHS 550 – Pamphlet on Occupational Exposures</b>
<b>Instrument 3</b>	

Based on your results, check whether the program met the goal Student Learning Outcome 2.  Met  Not Met

**Student Learning Outcome 3: Assess workplace needs and identify potential stakeholders and resources to address workplace health issues.**

<b>Instrument 1</b>	<b>Direct: EOHS 502 - Workplace Health Promotion Presentation Power Point</b>
<b>Instrument 2</b>	<b>Direct: EOHS 503 – Workplace Organizational Assessment Project</b>
<b>Instrument 3</b>	

Based on your results, check whether the program met the goal Student Learning Outcome 3.  Met  Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

#1. Actions: Due to COVID and the development of the MS in EOHS as fully online, there has been additional modification of courses to improve online learning and offer all courses in an online format.  
Follow-Up: Ninety percent of students scored 80% or above on presentations.

#2. Actions: PH 587 incorporates skills and methods of communication technique in the workplace through social marketing skills. Due to changes in the instructors for PH 587 and PH 575 for AY 2021-22 and content changes, these instruments will be removed from the next assessment cycle.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	Design comprehensive, integrated worksite health protection and health promotion interventions to address priority safety or health issues.		
<b>Measurement Instrument 1</b>	EOHS 502 - <b>Workplace Health Promotion Paper: Students designed a workplace health promotion program at a workplace of their choice with a Total Worker Health component included. The paper describes the processes of program design including assessment, planning, implementation and evaluation. <u>Please attach any/all rubrics used.</u></b>		
<b>Criteria for Student Success</b>	Score of 80 or above. See rubric for full credit requirements: <a href="#">EOHS 502 Rubric</a>		
<b>Program Success Target for this Measurement</b>	90% receive an 80 or above on this project	<b>Percent of Program Achieving Target</b>	100% received an 80 or above
<b>Methods</b>	Student breakdown of grades for the project are reported by instructor of record at the end of each semester. Two students in the certificate program took EOHS 502. The final outcome of this course is to design a workplace health promotion program with a Total Worker Health Component. The student completed the assignment with all the necessary components and met all requirements.		
<b>Measurement Instrument 2</b>	PH 575 – Program Planning		
<b>Criteria for Student Success</b>	Score of 80 or above. See rubric for full credit requirements: <a href="#">PH 575 Rubric</a>		
<b>Program Success Target for this Measurement</b>	80% receive an 80 or above on this project	<b>Percent of Program Achieving Target</b>	100 % received an 80 or above N=2
<b>Methods</b>	Student breakdown of grades for the project will be reported by instructor of record at the end of each semester. The students conducted a needs assessment and then used primary data from Barren River District Health Dept. to develop a Workplace Health Promotion program based on the needs of the employees. All students scored 80% or above. Rubric is attached.		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>

<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)
Due to COVID and the development of the MS in EOHS as fully online, there has been additional modification of courses to improve online learning and offer all courses in an online format.
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
Percentage of students scoring 80 or above on presentations will be maintained at 80% in the next year.
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome) Assessment will occur in Spring 2022.
EOHS 502 will be assessed will occur in the Spring Semester 2022. Due to a change in instructor and content for the PH 575 course, Instrument #2 will no longer be used to assess this measure in the 2021-22 cycle.

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	Demonstrate the ability to communicate concepts and principles of health protection, health promotion and the integration of these two programs.		
<b>Measurement Instrument 1</b>	PH 587 – Theory Application Paper		
<b>Criteria for Student Success</b>	See rubric for full credit requirements: <a href="#">PH 587 Rubric</a>		
<b>Program Success Target for this Measurement</b>	80% will receive an 80 or above on project	<b>Percent of Program Achieving Target</b>	100% received 80% or above N=2
<b>Methods</b>	Student breakdown of grades for the project will be reported by instructor of record at the end of each semester. Two students in the certificate program took PH 587. The final outcome of this assignment is to apply a theoretical framework to a public health behavior. The students completed the assignment with all the necessary components and met all requirements.		
<b>Measurement Instrument 2</b>	EOHS 550 – Fact Sheet on Occupational Exposures)		
<b>Criteria for Student Success</b>	Score of 80 or above. See <a href="#">EOHS 550 rubric</a>		
<b>Program Success Target for this Measurement</b>	80% will receive an 80 or above on project	<b>Percent of Program Achieving target</b>	100% received 80 or above on project. N=2
<b>Methods</b>	Student breakdown of grades for the project will be reported by instructor of record at the end of each semester. Two students in the certificate program took EOHS 550. Rubric is attached.		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
Due to a change in instructor and content for the PH 587 course, Instrument #1 will no longer be used to assess this measure in the 2021-22 cycle.				
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
Percentage of students scoring 80 or above on brochure will be maintained at 80% in the next year.				
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome) Spring 2022				
EOHS 550 will be assessed will occur in the Spring Semester 2022. Due to a change in instructor and content for the PH 587 course, Instrument #1 will no longer be used to assess this measure in the 2021-22 cycle.				

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Assess workplace needs and identify potential stakeholders and resources to address workplace health issues.		
<b>Measurement Instrument 1</b>	EOHS 502 - Workplace Health Promotion Presentation: Students designed a PowerPoint to summarize the workplace health promotion program they designed for their company of choice. The resources and potential stakeholders were identified to increase management support as well as the capacity of the company to address the company health needs.		
<b>Criteria for Student Success</b>	Score of 80 or above. See rubric for full credit requirements: <a href="#">EOHS 502 Rubric</a>		
<b>Program Success Target for this Measurement</b>	80% receive an 80 or above on this project	<b>Percent of Program Achieving Target</b>	100% received 80% or higher N=2
<b>Methods</b>	Student breakdown of grades for the project will be reported by instructor of record at the end of each semester. Two students took EOHS 502. The final outcome of this course is to design a workplace health promotion program with a Total Worker Health Component. The students completed the assignment with all the necessary components and met all requirements.		
<b>Measurement Instrument 2</b>	EOHS 503: Workplace Assessment Project : Measurement instruments are the assessments critiqued from the review.		
<b>Criteria for Student Success</b>	Score of 80 or above. See rubric for full credit requirements: <a href="#">EOHS 503 Rubric</a>		
<b>Program Success Target for this Measurement</b>	80% receive an 80 or above on this project	<b>Percent of Program Achieving Target</b>	100% achieved 80% or above N=3
<b>Methods</b>	Student breakdown of grades for the project will be reported by instructor of record at the end of each semester.		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	

		<b>Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="checkbox"/> <b>Met</b>
<input type="checkbox"/> <b>Not Met</b>			
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Due to COVID and the development of the MS in EOHS as fully online, there has been additional modification of courses to improve online learning and offer all courses in an online format. Additionally, due to a new instructor taking over the delivery of this course, the project and rubric will be reviewed and modified based on student feedback.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Percentage of students scoring 80 or above on brochure will be maintained at 80% in the next year.			
EOHS 502 and 503 will be assessed in the 2022 Spring Semester. EOHS 502 students will design a workplace health promotion program that will assess workplace health needs and design interventions to address those needs. EOHS 503 students will evaluate current assessment instruments, which will allow for design skills for assessment project.			

## GUIDELINES and GRADING CRITERIA

### EOHS 502

#### WHP / TWH Program Design

#### Description of Assignment:

WHP / TWH Project: Students will design a workplace health promotion program at a workplace of their choice with a Total Worker Health component included. Reference all borrowed information: APA style. The final report will be a minimum of seven pages including a PowerPoint presentation.

Criteria	Points awarded	Full Credit	Partial Credit	No credit
<b>Company Profile</b>	<b>20</b>	<i>The description clearly discusses the company's background, workforce and activities</i>	<i>Summary does not clearly discuss the company's background, workforce and activities</i>	<i>Not addressed</i>
<b>Determine the Assessments needed for issue identification</b>	<b>20</b>	<i>Clearly provides the detailed information of how each assessment was utilized to determine the 3 issues and discussed each issue.</i>	<i>Provides minimal details of how each assessment was utilized to determine the 3 issues and discussed each issue.</i>	<i>Not addressed.</i>
<b>Planning &amp; Design</b>	<b>20</b>	<i>Clearly provides the program's vision, mission, goals (1 for each issue), objectives (2 for each goal) and activities (strategies or intervention) including the budget narrative</i>	<i>Does not clearly provide the program's vision, mission, goals (1 for each issue), objectives (2 for each goal) and activities (strategies or intervention) including the budget narrative</i>	<i>Not addressed</i>
<b>Development and Implementation</b>	<b>20</b>	<i>Clearly describes the Total Worker Health Committee and addresses all aspects of the marketing strategy</i>	<i>Provides minimal description the Total Worker Health Committee and does not address all aspects of the marketing strategy</i>	<i>Not addressed</i>
<b>Newsletter</b>	<b>20</b>	<i>Newsletter was visually attractive, concise and addressed the three identified issues of this company</i>	<i>Newsletter was not visually attractive, or concise or did not address the three identified issues of this company</i>	<i>Not addressed</i>
<b>Evaluation</b>	<b>20</b>	<i>Clearly discusses the performance measurement instruments used for process evaluation and outcome evaluation</i>	<i>Does not clearly discuss the performance measurement instruments used for process evaluation and outcome evaluation</i>	<i>Not addressed</i>
<b>Total Worker Health Hierarch of Controls and how they were applied to this program</b>	<b>20</b>	<i>The five Hierarchy of Controls were addressed within the program</i>	<i>The five Hierarchy of Controls were vague and not clearly addressed within the program</i>	<i>Not addressed.</i>
<b>References APA Format</b>	<b>20</b>	<i>Provides APA formatted reference for the materials being reviewed.</i>	<i>Provides link for the materials reviewed. Not proper APA formatted.</i>	<i>No citation or link</i>
<b>PowerPoint Presentation</b>	<b>40</b>	<i>Slides Concise and easy to read Professionally constructed</i>	<i>Slides hard to read and lack clarity. Not professionally constructed</i>	<i>Did not turn in a PowerPoint Presentation</i>
<b>TOTAL</b>	<b>200</b>			

EOHS 550

Occupational Disease Fact Sheet Rubric (50 Points Possible)

Description:

For this assignment, you should select an **Occupational Disease**. You may choose one of the illnesses discussed in class or research another issue that interests you.

Prepare a fact sheet (one page minimum, two page maximum - including your references) using the information you found relevant to your disease. A Question/Answer format works well for this kind of document. This fact sheet should be something you would be willing to **share with both management and workers** when they ask you a question about this topic. Keep in mind that they will not understand complicated scientific terms; therefore, **avoid technical jargon**. Be sure to provide appropriate references to the materials you use to develop this fact sheet.

<u>Area</u>	<u>Scoring</u>	<u>Points Earned</u>
<ul style="list-style-type: none"><li>• Audience</li></ul>	<p><b>5 Points Possible</b></p> <ul style="list-style-type: none"><li>• Written to appropriate audience (suitable for employees <i>and</i> management)</li></ul>	
<ul style="list-style-type: none"><li>• Topic</li></ul>	<p><b>5 Points Possible</b></p> <ul style="list-style-type: none"><li>• Topic relevant to occupational health and safety</li></ul>	
<ul style="list-style-type: none"><li>• Quality</li></ul>	<p><b>5 Points Possible</b></p> <ul style="list-style-type: none"><li>• Overall quality meets or exceeds what would be acceptable to present at a place of business</li></ul>	

<ul style="list-style-type: none"> <li>• <b>Grammar</b></li> </ul>	<p><b>10 Points Possible</b></p> <ul style="list-style-type: none"> <li>• Error free spelling, proper grammar and punctuation</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Presentation</b></li> </ul>	<p><b>10 Points Possible</b></p> <ul style="list-style-type: none"> <li>• Visually interesting: used appropriate graphics and/or modified text</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Readability</b></li> </ul>	<p><b>5 Points Possible</b></p> <ul style="list-style-type: none"> <li>• Avoids technical terminology/jargon</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Length</b></li> </ul>	<p><b>5 Points Possible</b></p> <ul style="list-style-type: none"> <li>• Appropriate length of document (1page minimum, 2 pages maximum)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>References</b></li> </ul>	<p><b>5 Points Possible</b></p> <ul style="list-style-type: none"> <li>• Minimum of three references – USE APA FORMAT</li> </ul>	
<p><b>Total</b></p>	<p><b>50 Points Possible</b></p>	



## PH 575 Program Proposal Presentation

### Description of Assignment

You are going to develop a program proposal. There is no page requirement for the assignment.

The presentation should include:

1. A selected health problem described in general terms, backed with data and possible economic costs to the community
2. A description of a target population that needs this intervention/program
3. Background information and a proposed theoretical basis to address the problem
4. A brief description and overview of your proposed EBI intervention for this population and problem along with any needed adaptations
5. Goals and objectives are included as well as appropriate corresponding activities
6. A logic model is developed
7. A budget of all needed and available resources are included
8. A task timeline is detailed in the assignment along with a description of personnel and their effort
9. An evaluation plan which includes the purpose, process and rationale for the plan as well as components of the plan and data collection instruments to be used
10. Conclusion that summarizes the main points of the proposal
11. A listing of references used to create the rationale (in APA format) and utilization of the chosen literature to inform your decisions throughout the proposal (may be included on last slide)

**CRITERIA For GRADING ASSIGNMENT**

CONTENT CATEGORY/ CATEGORY MAX POINTS	Excellent or Exemplary Work	Proficient or Adequate Work	Still Needs Work
<b>NEEDS ASSESSMENT</b>		•	•
<b>What is the health problem? 1 point</b>	Demonstrates full knowledge (more than required) by: <ul style="list-style-type: none"> <li>• addressing chosen problem with examples, explanation and elaboration.</li> <li>• providing essential information that is logically arranged and succinctly presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides information about problem but fails to elaborate.</li> <li>• Describes some of the essential information.</li> <li>• Ideas are sometimes vague, unclear or not well documented.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge is rudimentary or relies on frequent quotes rather than own words.</li> <li>• Description contains extraneous or insufficient information.</li> <li>• Not logically arranged or discussed.</li> </ul>
<b>What is the magnitude or importance of the problem? 2 points</b>	Emphasizes importance of the problem with: <ul style="list-style-type: none"> <li>• a strong statement, statistic or relevant quotation.</li> <li>• Situational analysis or epidemiologic assessment that includes 3 or more pieces of evidence (facts, statistics, examples, real life examples) to support the statement of importance.</li> <li>• Source of evidence is recent and reliable.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of problem discussed but missing strong statement, relevant quote, or statistic</li> <li>• Includes at least 2 pieces of evidence (facts, statistics, examples, etc) to support importance.</li> <li>• Source of evidence somewhat dated.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of problem presented in description.</li> <li>• Includes 1 or fewer pieces of evidence (facts, statistics, or examples) to support importance.</li> <li>• Source of evidence is old or unreliable.</li> </ul>
<b>Who is most affected by the problem and what health behaviors put them at risk? 2 points</b>	<ul style="list-style-type: none"> <li>• Identifies and describes population to be targeted (geographically, numbers, demographics etc.)</li> <li>• Demonstrates understanding of people for whom the program is intended by discussing their unmet need, health status or health behavior.</li> <li>• Uses 3 or more pieces of evidence from epidemiologic assessment (facts, statistics, examples) to support need in target population; Source is recent and reliable.</li> <li>• Makes strong case for why problem is urgent and should be dealt with.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes target population to some extent.</li> <li>• Demonstrates some understanding of people for whom program is intended.</li> <li>• Uses at least 2 pieces of epidemiologic evidence (facts, statistics, examples) to support need within the target population.</li> <li>• Source is somewhat dated.</li> <li>• Makes case for why the problem should be dealt with.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited discussion and understanding of people for whom the program is intended. Does not discuss unmet need or health status.</li> <li>• Uses 1 or fewer pieces of evidence to support the problem importance.</li> <li>• Source is old or unreliable.</li> <li>• Case for why the problem should be addressed is weak.</li> </ul>
<b>What has been or can be done about the problem? (Proposed program/ intervention) 3 points</b>	Proposes a clear solution to the problem: <ul style="list-style-type: none"> <li>• Solution includes name and purpose of proposed health promotion program or intervention</li> <li>• Provides a general overview of what the program may include.</li> <li>• rationale for the program tries to align the potential value and benefit to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Solution briefly describes a proposed health promotion program or intervention.</li> <li>• Provides very basic overview of the program.</li> <li>• Rationale not likely to align the potential value and benefit to the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Solution is vague or unrealistic.</li> <li>• Provides minimal overview of the program.</li> <li>• Little or no attempt to make rationale for program/ intervention align with what is important to the community.</li> </ul>
<b>What are potential outcomes or benefits? What may hinder these results? 2 points</b>	Demonstrates importance/need of the program by: <ul style="list-style-type: none"> <li>• Statements about potential outcomes of the program and why it will be beneficial.</li> <li>• Using results of other studies or interventions to support the rationale.</li> <li>• Discusses behavioral and environmental factors that might hinder successful results</li> <li>• Convincing language that there is no better time to solve the problem and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one statement indicates what can be gained from the program and why the program will be beneficial.</li> <li>• Limited use of results from other studies to support the rationale.</li> <li>• Minimal discussion of behavioral and environmental factors to be considered.</li> <li>• Mentions that timing is right for the program but little other rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes brief statement to indicate what can be gained from the program or why the program will be successful.</li> <li>• Little or no rationale provided</li> <li>• No discussion of behavioral and environmental factors</li> <li>• No mention of the program's current usefulness.</li> </ul>

CONTENT CATEGORY	Exemplary	Proficient	Developing
<b>PLANNING/CONCEPTUALIZATION</b>			
<b>Theoretical Basis</b> <b>3 points</b>	<p>Demonstrates full knowledge (more than required) by:</p> <ul style="list-style-type: none"> <li>defining and documenting a theoretical model or approach to address the problem and describing the selected factors/constructs that would need to be targeted in order to address the problem.</li> <li>summarizing strategies or interventions that have been used and discussed in the literature, in terms of evidence of success and theoretical basis (if any)</li> </ul>	<p>Demonstrates adequate knowledge by:</p> <ul style="list-style-type: none"> <li>providing expected information about the program but fails to elaborate.</li> <li>Description of behavioral and environmental aspects of the problem missing one or the other</li> <li>Theoretical model or approach described in broad terms.</li> <li>Literature summary of other strategies or interventions is discussed with little detail or examples.</li> <li>Provides little or no discussion about why the proposed program would be effective.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated knowledge is rudimentary or relies on frequent quotes rather than own words.</li> <li>Selected program or intervention is minimally relevant to public health and the description contains extraneous information; is not logically arranged.</li> <li>Theoretical model is missing or poorly described.</li> </ul>
<b>Description of Program/Intervention and Evidence Base</b> <b>2 points</b>	<p>Demonstrates clarity when describing the program or intervention by:</p> <ul style="list-style-type: none"> <li>discussing strategies upon which the program or intervention is based</li> <li>outlining the criteria or rationale used for selecting the particular program or strategy</li> <li>providing evidence of program's potential effectiveness</li> <li>Including 3 or more pieces of evidence (facts, statistics, or examples) to support the statement of evidence-based. Source of evidence is recent and reliable.</li> </ul>	<ul style="list-style-type: none"> <li>Program or intervention is adequately described.</li> <li>Some description of rationale provided.</li> <li>Includes 2 pieces of evidence (facts, statistics, or examples) to show evidence-based status. Source of evidence somewhat dated but reliable.</li> </ul>	<ul style="list-style-type: none"> <li>Program or intervention is not adequately described.</li> <li>Little or no rationale provided as to why it is important or if it will work.</li> <li>Includes 1 or fewer pieces of evidence (facts, statistics, or examples) to support evidence based status. Source of evidence is old or unreliable.</li> </ul>
<b>Adaptation for Target Population or Community</b> <b>1 point</b>	<p>Demonstrates understanding of people for whom the program is intended by:</p> <ul style="list-style-type: none"> <li>Identifying and describing the target population/ community.</li> <li>discussing their unmet or unique needs</li> <li>describing how the program will be adapted or modified to make it more culturally relevant and acceptable</li> </ul>	<ul style="list-style-type: none"> <li>Describes target population to some extent.</li> <li>Demonstrates some understanding of people for whom the program is intended.</li> <li>Adequate discussion of adapting or modifying program for population.</li> </ul>	<ul style="list-style-type: none"> <li>Describes population but limited understanding of people for whom the program is intended.</li> <li>Does not discuss unmet need or health status.</li> <li>Does not make a strong case for why the program should be adapted or does not provide a rationale or explanation for the adaptations that are described.</li> </ul>
<b>Goals, Objectives and Activities</b> <b>2 points</b>	<p>Demonstrates excellent groundwork for later evaluation planning by:</p> <ul style="list-style-type: none"> <li>providing at least one well written goal that is global: includes all program components and provides direction</li> <li>providing at least 3 or more objectives that are hierarchical in nature (levels) and contain 4 elements to make them complete objectives</li> </ul>	<p>Demonstrates adequate groundwork for later evaluation planning because:</p> <ul style="list-style-type: none"> <li>Goal is well written</li> <li>Provides at least 2 objectives that contain 4 required elements</li> <li>Some objectives not realistic or have unclear criterion</li> <li>Activities discussed to some extent</li> </ul>	<p>Insufficient groundwork for later evaluation planning</p> <ul style="list-style-type: none"> <li>Goal is not well written</li> <li>Each objective does not contain 4 required elements</li> <li>Some objectives are irrelevant to what is described in program</li> <li>Activities not discussed</li> </ul>

	<ul style="list-style-type: none"> <li>• writing objectives that are reasonable time-wise, realistic, and have clearly set criterion.</li> <li>• describing activities that are planned for the program and how they relate to the objectives</li> </ul>		
<b>Logic Model</b> <b>3 points</b>	<ul style="list-style-type: none"> <li>• Creates a visual tool to demonstrate understanding of relationships of the planned program with intended results.</li> <li>• Logic model provides excellent detail to show logical relationships and a roadmap for the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual tool demonstrates understanding of relationships of the planned program</li> <li>• Provides some detail to show a roadmap for the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual tool is missing or demonstrates limited understanding of relationships of the planned program.</li> <li>• Insufficient detail to show how program will work or what it will accomplish.</li> </ul>

CONTENT CATEGORY	Exemplary (4 points)	Proficient (3 points)	Developing (1-2 points)
<b>IMPLEMENTATION</b>			
<b>Summary of activities</b> <b>2 points</b>	<p>Demonstrates full knowledge by providing a clear description of:</p> <ul style="list-style-type: none"> <li>• Main Intervention strategies to be used with the proposed intervention</li> <li>• Activities associated with the intervention (does not need to be an exhaustive list.)[Not implementation tasks! – which should be discussed in timeline]</li> </ul>	<p>Provides a description of:</p> <ul style="list-style-type: none"> <li>• Intervention strategies to be used, though vague at times</li> <li>• Partially explains activities associated with the intervention</li> </ul>	<p>Provides generic or little description of:</p> <ul style="list-style-type: none"> <li>• Intervention strategies</li> <li>• Activities associated with the intervention</li> </ul>
<b>Description of potential “derailers”</b> <b>1 point</b>	<p>Identifies specific items or things that have potential to derail the project/intervention (such as type or amount of resources required, organizational obstacles, etc.)</p>	<p>Mentions some things that have the potential to derail the project/intervention</p>	<p>Minimal discussion of potential derailers for the project/intervention.</p>
<b>Needed and available resources</b> <b>2 points</b>	<ul style="list-style-type: none"> <li>• Provides assessment of specific types of resources needed to implement the project/intervention.</li> <li>• Identifies and describes specific resources already in place or available for use with the intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies resources needed to implement the project/intervention.</li> <li>• Identifies resources already in place or available for use with the project/intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal or vague discussion about types of resources needed to implement the project.</li> <li>• Minimal or vague description of available resources.</li> </ul>
<b>Task Timeline</b> <b>3 points</b>	<p>Proposes a project development schedule or task development timeline that:</p> <ul style="list-style-type: none"> <li>• has sufficient detail to identify timetable for carrying out the proposed activities</li> <li>• shows the prioritization of tasks</li> <li>• defines the tasks</li> <li>• lays out plans over the life of program</li> <li>• allows monitoring of progress</li> </ul>	<p>Project development schedule or task timeline:</p> <ul style="list-style-type: none"> <li>• identifies timetable for carrying out the proposed activities</li> <li>• shows prioritization of some tasks, not well defined or not over the life of program</li> <li>• allows limited monitoring of progress</li> </ul>	<p>Project development schedule or task development timeline:</p> <ul style="list-style-type: none"> <li>• has insufficient detail to identify timetable for carrying out the proposed activities</li> <li>• shows little to no prioritization of tasks</li> <li>• tasks not defined; missing plans for life of program; does not allow monitoring of progress</li> </ul>
<b>Personnel description and effort</b> <b>2 points</b>	<p>Identifies and justifies categories of personnel and other human resources needed for the program.</p> <ul style="list-style-type: none"> <li>• Describes role(s) these individuals play, including tasks they are responsible for.</li> <li>• Identifies weeks/months staff are needed or number of hours per week (% effort on the project)</li> <li>• Estimates hourly or annual salary of each person and provides source of information.</li> </ul>	<p>Identifies categories of personnel and other human resources needed for the program/intervention.</p> <ul style="list-style-type: none"> <li>• Describes the role(s) of personnel to some extent.</li> <li>• Identifies % effort on the project but not defined.</li> <li>• Estimates salary of each person but does not provide source from which information is obtained.</li> </ul>	<p>Personnel and other human resources needed for the program/intervention discussed. Superficial discussion of roles, % effort and salary of each person.</p>
<b>First year budget</b> <b>2 points</b>	<p>Prepares a sample budget for the first 12 month period of program intervention (and rationale for costs).</p>	<p>Provides sample budget for the first 12 month period of program intervention but lacks estimate of cost or not realistic.</p>	<p>Program budget not well organized and unrealistic for scope of work.</p>

CONTENT CATEGORY	Exemplary	Proficient	Developing
<b>EVALUATION</b>			
<b>Purpose of the evaluation</b> <b>1 point</b>	Provides a comprehensive and clear overview of the evaluation that includes: <ul style="list-style-type: none"> <li>• Discussion of overall purpose of the evaluation</li> <li>• Description of at least 3 anticipated outcomes</li> <li>• Discussion of how evaluation info will be used</li> </ul>	Provides overview of the evaluation that includes: <ul style="list-style-type: none"> <li>• Brief discussion of evaluation purpose</li> <li>• Description of at least 2 anticipated outcomes</li> <li>• Mention of how evaluation information will be used</li> </ul>	Provides: <ul style="list-style-type: none"> <li>• Limited discussion of evaluation purpose</li> <li>• At least 1 anticipated outcome</li> <li>• Mentions use of evaluation information</li> </ul>
<b>Process for conducting the evaluation</b> <b>2 points</b>	Describes the process for conducting the evaluation by: <ul style="list-style-type: none"> <li>• Developing a logic model to guide the process</li> <li>• Describing types of process, impact, and outcome information that will be measured</li> <li>• Discussing how/when information will be collected</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a basic logic model for evaluation</li> <li>• Describes information that will be measured</li> <li>• Discusses when information will be collected</li> </ul>	Includes some but not all of these: <ul style="list-style-type: none"> <li>• a logic model</li> <li>• evaluation information to be collected</li> <li>• when information will be collected</li> </ul>
<b>Rationale for chosen evaluation strategy</b> <b>1 point</b>	Rationale for evaluation strategy includes: <ul style="list-style-type: none"> <li>• Description of evaluation or research methods used in the literature related to your intervention</li> <li>• Discussion of strengths and weaknesses of these methods to make a case for current strategy</li> <li>• Providing clarity about why a qualitative or quantitative method will be used</li> </ul>	Rationale for evaluation strategy includes: <ul style="list-style-type: none"> <li>• Some reference to evaluation or research methods found in the literature</li> <li>• Some attempt to make a case for current strategy</li> <li>• Discussion of why a qualitative or quantitative method will be used</li> </ul>	Limited rationale for evaluation strategy provided.
<b>Evaluation design and components</b> <b>3 points</b>	Presents evaluation design and components by: <ul style="list-style-type: none"> <li>• Discussing study design that will be used for collecting impact and/or outcome measures</li> <li>• Providing examples of what will be collected to measure process, impact, and outcome indicators</li> <li>• Providing timelines for data collection and description of who will collect and analyze the data</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions type of design to be used</li> <li>• Provides at least 1 example of what will be collected to measure indicators</li> <li>• Provides limited description of who and when data will be collected</li> </ul>	Includes some but not all of the following: <ul style="list-style-type: none"> <li>• Mention of design to be used</li> <li>• One example of what will be collected</li> <li>• Timelines for data collection or who will collect the data</li> </ul>
<b>Relationship to social/behavioral factors, objectives and activities</b> <b>2 points</b>	<ul style="list-style-type: none"> <li>• Describes how specific data points are linked to specific program objectives</li> <li>• Uses a logic model to summarize and describe relationships to social/behavioral factors, objectives and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Some discussion of how data points link to program objectives</li> <li>• Logic model partially demonstrates relationships to social/behavioral factors, objectives or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Limited discussion of how data links to program objectives</li> <li>• Logic model missing or limited in scope</li> </ul>
<b>Data collection instrument</b> <b>2 points</b>	Provides at least 1 data collection instrument that: <ul style="list-style-type: none"> <li>• Includes measures for specific process, impact, OR outcomes</li> <li>• Includes reasonable and measurable questions likely to yield important information</li> </ul>	Data collection instrument includes: <ul style="list-style-type: none"> <li>• At least 2 examples of process, impact, OR outcomes that are measured</li> <li>• Questions are reasonable and likely to yield somewhat useful information</li> </ul>	Provides a data collection instrument but: <ul style="list-style-type: none"> <li>• Does not identify process, impact, OR outcomes that instrument measures</li> <li>• Questions not reasonable, measurable, or likely to yield useable information</li> </ul>
<b>Conclusion</b>	Clearly and concisely summarizes the information provided in the application.	Adequately summarizes the information provided in the application.	Does not summarize finding effectively.

<b>2 points</b>			
<b>Presentation Style</b> <b>2 points</b>	Presenters were comfortable with material and able to answer questions. The presentation followed the format and information was easy to follow and understand.	Presenters were comfortable with material, but were unable to answer questions. There was logical flow to the presentation.	Presentation was difficult to follow and digressed often. The information did not logically flow.
<b>Presentation Materials</b> <b>2 points</b>	Presentation materials consistently contains accurate and proper grammatical conventions, spelling, and punctuation. Clearly and consistently uses proper APA formatting. The slides were professional and easy to read. Use of graphs and illustrations added to the overall quality of the presentation.	Presentation materials contained minor errors in grammatical conventions, spelling, and punctuation. Major issues with citations and references in APA style. Slides were professional, but there was no use of graphs or illustrations to engage the audience.	Presentation materials were unprofessional. Slides contained too much text or were difficult to read. No Use of APA. Slides were unprofessional with too much text or difficult to read. no use of graphs or illustrations to engage the audience.
<b>50 POINTS</b>			

PH 587: Health Behavior  
Theory Application Paper

<b>Evaluation Criteria</b>	<b>Unresponsive 0</b>	<b>Unacceptable 4</b>	<b>Unsatisfactory 8</b>	<b>Satisfactory 12</b>	<b>Very Good 16</b>	<b>Excellent 20</b>
<b>Description of Behavior</b>	Assignment not turned in	Description of the health behavior omits significant characters and consequences of the behavior. Information is anecdotal.	Does not identify and describe the health behavior, describes an outcome or describes the health behavior without providing support from literature/data.	Identifies a health behavior but does not recognize significant characteristics and consequences of the behavior.  Demonstrates a basic understanding of the factors related to the behavior. Includes limited support from literature/data.	Identifies the health behavior and some, but not all, of the characteristics and consequences of the behavior.  Demonstrates a good understanding of the factors related to the behavior. Includes support from literature/data.	Identifies the health behavior and significant characteristics and consequences of the behavior. Identifies not only the basics of the health behavior but also demonstrates a deeper understanding of the factors related to the behavior with support from literature/data.
<b>Summary of theory and key constructs</b>	Assignment not turned in	Summary of theory includes inaccurate key constructs and summary.	Description of the theory and/or its key constructs is incomplete. Major components are missing are ignored.	Describes some appropriate elements of the theory, but the discussion omits important aspects of the theory or constructs.	Describes the appropriate elements of the theory and related constructs, and the connection between the theory and the	Provides a thorough and relevant review of the theory and its related constructs. Makes a clear connection between the



			Major factual errors or inconsistencies exist.	Does not make a clear connection between the theory and chosen health behavior.	health behavior are described clearly.	theory, its constructs, and the health behavior.
<b>Justification for use of chosen theory</b>	Assignment not turned in	Discussion of the strengths and limitations are unintelligible.	Vague discussion of the strengths and limitations of using the theory to address the health behavior. No evidence of a clear understanding of the theory's applicability to the health behavior.	Provides adequate discussion of the strengths and limitations of using the theory to address the health behavior. Little insight or critical analysis offered. Limited evidence of applicability and supporting facts.	Provides greater discussion of the strengths and limitations of using the theory to address the health behavior. Evidence of critical analysis is adequate.	Thoroughly discusses the strengths and limitations of using the theory to address the health behavior. Significant evidence of critical analysis with scientific evidence to support the critique.
<b>Example and explanation of how theory has been used in social marketing of given behavior</b>	Assignment not turned in	Discussion of how theory has been used in an example of social marketing is unclear or inaccurate.	Vague of how theory has been used in an example of social marketing is unclear or inaccurate. Connection of social marketing example and theory	Provides adequate how theory has been used in an example of social marketing. Connection of social marketing example and theory	Provides greater discussion of how theory has been used in an example of social marketing. Connection of social marketing example and theory	Thoroughly discusses how theory has been used in an example of social marketing. Significant evidence of critical analysis with scientific

			constructs is incomplete or unclear.	constructs is discussed but vague.	constructs is clear.	evidence to support the connection.
<b>Overall writing and composition and APA style for references and citations</b>	Assignment not turned in	Response is totally off topic and fails to respond to the directives.	Contains numerous errors in grammatical conventions, spelling, and punctuation that substantially interfere with reading the paper. Consistently fails to use APA formatting correctly for citations and references.	Contains minor errors in grammatical conventions, spelling, and punctuation that interfere with reading the paper. Inconsistently uses APA formatting for citations and references.	Contains accurate and proper grammatical conventions, spelling, and punctuation most of the time; errors do not interfere with paper's meaning. Consistently uses APA formatting for citations and references correctly. Paper flows logically to convey ideas; is well-organized.	Consistently contains accurate and proper grammatical conventions, spelling, and punctuation. Clearly and consistently uses proper APA formatting for citations and references. Paper flows logically to convey ideas and is well-organized.
Total						

This rubric is based on the Application Paper Rubric, [http://course1.winona.edu/shatfield/air/Application\\_Paper%20Miami%20Ohio.pdf](http://course1.winona.edu/shatfield/air/Application_Paper%20Miami%20Ohio.pdf) and [http://www.excelsior.edu/static/syllabus/rubrics/SHS\\_PBH603\\_Theory\\_Application\\_Paper\\_Rubric.pdf](http://www.excelsior.edu/static/syllabus/rubrics/SHS_PBH603_Theory_Application_Paper_Rubric.pdf).