Assurance of Student Learning 2018-2019						
College of Health & Human Services	Department of Public Health					
Workplace Health Pr	comotion, Graduate Certificate 1746					

Use this page	to list learning outcomes, measurements, and summarize results for your program. Detailed informating the in the subsequent pages.	ion must b	e completed
	nt Learning Outcome 1: Design comprehensive, integrated worksite health protection and health promotions priority safety or health issues.	on interven	tions to
Instrument 1	Direct: EOHS 502 - Workplace Health Promotion Program Paper		
Instrument 2	Direct: PH 575 – Program proposal		
Instrument 3			
Based on your i	results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
• Stude	nt Learning Outcome 2: Demonstrate ability to communication concepts and principles of health protection	n, health p	romotion
and th	e integration of programs		
Instrument 1	Direct: PH 587 - Theory Application Paper		
Instrument 2	Direct: EOHS 550 – Pamphlet on Occupational Exposures		
Instrument 3			
Based on your i	results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
	nt Learning Outcome 3: Assess workplace needs and identify potential stakeholders and resources to address	ess workpla	ace health
issues			
Instrument 1	Direct: EOHS 502 - Workplace Health Promotion Presentation		
Instrument 2			
Instrument 3			
Based on your i	results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Program Sur	nmary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		

- #1. Actions: The workplace health promotion course has been modified to include not only health promotion curriculum, but also health protection curriculum, which updates skills student need to comply with the Center for Disease Control and Prevention's Total Worker Health concept of integration of health protection and health promotion. The new Total Worker Health textbook had been added to the resources for EOHS 502. The Total Worker Health concept will become a major component of this certificate in 2020. EOHS 550 was created to introduce the TWH concept to students by providing detailed information in OSH with HP components. Follow-Up: It is hoped that the percentage of students scoring 80 or above on presentations will increase from 80% to 90%.
- #2. Actions: PH 576 Education and Communication Techniques in Public Health Education will be removed spring 2020 from the requirements for the certificate. PH 587 will incorporate skills and methods of communication technique in the workplace.

Follow-Up: It is hoped that the percentage of students In PH 587 scoring 80 or above on theory application paper will increase from 80% to 90%.

#3. Action: EOHS 503 will be taught beginning Spring 2020. This course will address SLO 3 and teach students the skills needed to assess individual and organizational health status.

		Student Learning Outcom	me 1						
Student Learning Outcome	 Design 	Design comprehensive, integrated worksite health protection and health promotion interventions to							
	addre	address priority safety or health issues.							
Measurement Instrument 1	their choice wit assessment, pla	OHS 502 - Workplace Health Promotion Paper: Students will design a workplace health promotion program at a workplace of neir choice with a Total Worker Health component included. The paper will describe the processes of program design including ssessment, planning, implementation and evaluation.							
Criteria for Student Success	•	bove. See rubric for full credit requirements: EOI							
Program Success Target for this	Measurement	90% receive an 80 or above on this project	Percent of Program Achieving Target	100 % received an 80 or above					
Methods	1 student in the owith a Total Wo	wn of grades for the project will be reported by in certificate program took EOHS 502. The final out rker Health Component. The student completed the	come of this course is to design a workplace l	nealth promotion program					
Measurement Instrument 2	PH 575 – Progr								
Criteria for Student Success	Rubric in devel	opment							
Program Success Target for this	Measurement	80% receive an 80 or above on this project	Percent of Program Achieving Target	100% received an 80 or above					
Methods	Student breakdown of grades for the project will be reported by instructor of record at the end of each semester. 1 student in the certificate program took PH 575. However, this is a new assignment that will be implemented for the first time in spring 2020. Data will provided after that time.								
Measurement Instrument 3									
Criteria for Student Success									
Program Success Target for this	Measurement		Percent of Program Achieving Target						
Methods									

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met
Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

The workplace health promotion course has been modified to include not only health promotion curriculum, but also health protection curriculum, which updates skills student need to comply with the Center for Disease Control and Prevention's Total Worker Health concept of integration of health protection and health promotion. The new Total Worker Health textbook had been added to the resources for EOHS 502. The Total Worker Health concept will become a major component of this certificate in 2020. EOHS 550 was created to introduce the TWH concept to students by providing detailed information in OSH with HP components.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

It is hoped that the percentage of students scoring 80 or above on presentations will increase from 80% to 90% in the next year.

Student Learning Outcome 2									
Student Learning Outcome	Demonstrate ability to communication concepts and principles of health protection, health promotion and the								
	integration of programs.								
Measurement Instrument 1	PH 587 - Theor	ry Application Paper							
Criteria for Student Success	See rubric for f	full credit requirements: PH 587 Rubric							
Program Success Target for this	Measurement	80% will receive an 80 or above on project	Percent of Program Achieving Target	100% received above	. 80 % or				
Methods	the certificate p The final outcor with all the nece	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.							
Measurement Instrument 2	EOHS 550 – Pa	amphlet on Occupational Exposures							
Criteria for Student Success	Score of 80 or above. See EOHS 550 rubric								
Program Success Target for this	s Measurement	90% will receive an 80 or above on project	Percent of Program Achieving Target	N/A					
Methods	Student break	lown of grades for the project will be reported	by instructor of record at the end of each s	emester.					
Measurement Instrument 3									
Criteria for Student Success									
Program Success Target for this	s Measurement		Percent of Program Achieving Target						
Methods									
Based on your results, circle or l	Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. Met Not Met								
		actions planned for program improvement. The a							
PH 576 - Education and Communication Techniques in Public Health Education will be removed spring 2020 from the requirements for the certificate. PH 587 will incorporate skills and methods of communication technique in the workplace.									
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)									
It is hoped that the percentage of students in PH 587 scoring 80 or above on theory application paper will increase from 80% to 90% in one year.									

		Student Learning Out	tcome 3						
Student Learning	Assess work	Assess workplace needs and identify potential stakeholders and resources to address workplace health issues.							
Outcome									
Measurement Instrument	EOHS 502 - V	Vorkplace Health Promotion Presentation: St	udents will present the workplace health	h promotion pi	ogram they				
1	designed for the	heir company of choice with a Total Worker I	Health component included. The resource	es and potentia	al stakeholders will				
	be identified to	o increase the capacity of the company to add	ress the company health needs.	_					
Criteria for Student Success	Score of 80 or	above. See rubric for full credit requirements	:: EOHS 502 Rubric						
Program Success Target for th	is	90% receive an 80 or above on this project	Percent of Program Achieving	100% rec	eived 80% or higher				
Measurement			Target						
Methods		down of grades for the project will be reporte							
		EOHS 502 through OnDemand. The final outcor							
	Total Worker I	Health Component. The student completed the as	signment with all the necessary componen	ts and met all re	equirements.				
Measurement Instrument									
2									
Criteria for Student Success	See rubric for	full credit requirements:							
Program Success Target	for this		Percent of Program Achieving						
Measurement			Target						
3.6 (1 1		l							
Methods									
Measurement Instrument									
3									
Criteria for Student Success									
Program Success Target	for this		Percent of Program Achieving						
Measurement			Target						
Methods									
					T T				
Based on your results, circle or	highlight whet	her the program met the goal Student Learnin	ng Outcome 3.	Met	Not Met				
	1.								
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)									

EOHS 503 will be taught in spring 2020 for the first time. Additional measurement instruments to evaluate the ability to critique and review individual and organizational assessments performed at the workplace will be added for this SLO in 2019-2020.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

EOHS 503 is being offered in the 19-20 AY

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 ten-fifteen minute PowerPoint presentation.

	Points			
Criteria	awarded	Full Credit	Partial Credit	No credit
Company Profile	20	The description clearly discusses the company's background, workforce and activities	Summary does not clearly discuss the company's background, workforce and activities	Not addressed
Determine the Assessments needed for issue identification	20	Clearly provides the detailed information of how each assessment was utilized to determine the 3 issues and discussed each issue.	Provides minimal details of how each assessment was utilized to determine the 3 issues and discussed each issue.	Not addressed.
Planning & Design	20	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	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	Not addressed
Development and Implementation	20	Clearly describes the Total Worker Health Committee and addresses all aspects of the marketing strategy	Provides minimal description the Total Worker Health Committee and does not address all aspects of the marketing strategy	Not addressed
Newsletter	20	Newsletter was visually attractive, concise and addressed the three identified issues of this company	Newsletter was not visually attractive, or concise or did not address the three identified issues of this company	Not addressed
Evaluation	20	Clearly discusses the performance measurement instruments used for process evaluation and outcome evaluation	Does not clearly discuss the performance measurement instruments used for process evaluation and outcome evaluation	Not addressed
Total Worker Health Hierarch of Controls and how they were applied to this program			The five Hierarchy of Controls were vague and not clearly addressed within the program	Not addressed.
References APA Format		0	reviewed.	No citation or link
Presentation		Professionally delivered	Slides hard to read and lack clarity. Not professionally delivered	Did not present
TOTAL	200			

EOHS 503: Health Assessments in the Workplace Individual Level Assessment
100 Points

Assignment Description: Students should provide a 6-8 page paper on individual level health assessments utilized in the workplace. The paper should include a general description of individual level assessments including their purpose, utilization, important characteristics and strengths/weaknesses related to this level of assessment. Three examples of individual level assessments should be included as well as a description and critique of each of the assessments. Lastly, students should include challenges related to utilization of individual assessments at the workplace and strategies for overcoming these challenges. You may choose to include challenges and strategies related to a specific instrument or to individual level assessment in general. All sections of information should include information obtained in the literature.

Evaluation Criteria	Unresponsi ve 0	Unacceptable 4	Unsatisfactory 8	Satisfactory 12	Very Good 16	Excellent 20
Introduction to Assessment Type Purpose Utilization General description of individual level assessments Strengths and weaknesses	Assignment not turned in	Description of the individual level assessment is vague and lacks clarity.	Does not include important characteristics of individual level assessment type or incorrectly describes the assessment type.	Identifies the characteristics of individual level assessment but does not recognize significant characteristics of the assessment. Demonstrates a basic understanding of individual level assignment.	Identifies the health assessment and some, but not all, of the characteristics of individual level assessment. Demonstrates a good understanding of the assignment and related course material.	Identifies the health assessment and significant characteristics of individual level assessment. Identifies not only the basics of the individual level health assessment but also demonstrates a deeper understanding of the utilization

Three examples	Assignment	Assessments	Assessments	Some	Most	of these assessments.
of individual level assessment and best uses • Ex) HRA	not turned in	described are not individual level assessments.	described are individual level assessments, major components are missing are ignored. Major factual errors or inconsistencies exist.	assessments are correctly described, but best uses are not addressed.	assessments are correctly described, but some best uses are not addressed.	are correctly described and all best uses are thoroughly addressed.
_	Assignment not turned in	Challenges not fully addressed.	Challenges are mentioned, but not adequately described.	Some challenges are correctly described, but important challenges are not addressed.	Most challenges are correctly described, but some challenges are not addressed.	All challenges are thoroughly addressed with justification from outside sources.

Strategies to	Assignment	Strategies not	Strategies are	Some strategies	Most strategies	All strategies
overcome/avoid challenges	not turned in	appropriate or clear.	mentioned, but not adequately described.	are correctly described, but others lack clarity without justification from outside sources.	are correctly described, but some are not appropriate or outside sources not used to justify suggested strategies.	are thoroughly addressed. Outside sources are used to justify strategies.

Overall writing and composition and APA style for references and citations	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%200hio.pdf and http://www.excelsior.edu/static/syllabus/rubrics/SHS PBH603 Theory Application Paper Rubric.pdf.

EOHS 503: Health Assessments in the Workplace Organizational Level Assessment 100 Points

Assignment Description: Students should provide a 6-8 page paper on organizational level health assessments utilized in the workplace. The paper should include a general description of organizational level assessments including their purpose, utilization, important characteristics and strengths/weaknesses related to this level of assessment. Three examples of organizational level assessments should be included as well as a description and critique of each of the assessments. Lastly, students should include challenges related to utilization of organizational assessments at the workplace and strategies for overcoming these challenges. You may choose to include challenges and strategies related to a specific instrument or to organizational level assessment in general. All sections of information should include information obtained in the literature.

Evaluation Criteria	Unrespo nsive 0	Unacceptable 4	Unsatisfactory 8	Satisfactory 12	Very Good 16	Excellent 20
Introduction to	Assign-	Description of	Does not	Identifies the	Identifies the	Identifies the
Assessment Type	ment not	the	include	characteristics	health	health
 Purpose 	turned in	organizational	important	of	assessment and	assessment and
 Utilization 		level assessment	characteristics	organizational	some, but not	significant
 General 		is vague and	of	level	all, of the	characteristics
description of		lacks clarity.	organizational	assessment but	characteristics	of
organizational			level	does not	of	organizational
level			assessment	recognize	organizational	level
assessments			type or	significant	level	assessment.
 Strengths and 			incorrectly	characteristics	assessment.	Identifies not
weaknesses			describes the	of the	Demonstrates a	only the basics
			assessment	assessment.	good	of the
			type.	Demonstrates a	understanding	organizational
				basic	of the	level health
				understanding	assignment and	assessment but
				of	related course	also
				organizational	material.	demonstrates a
				level		deeper

				assignment.		understanding of the utilization of these assessments.
Three examples of organizational level assessment and best uses • Ex) CDC Health Scorecard	Assign- ment not turned in	Assessments described are not organizational level assessments.	Assessments described are organizational level assessments, major components are missing are ignored. Major factual errors or inconsistencies exist.	Some assessments are correctly described, but best uses are not addressed.	Most assessments are correctly described, but some best uses are not addressed.	All assessments are correctly described and all best uses are thoroughly addressed.
Challenges to conducting/ utilizing assessment	Assign- ment not turned in	Challenges not fully addressed.	Challenges are mentioned, but not adequately described.	Some challenges are correctly described, but important challenges are not addressed.	Most challenges are correctly described, but some challenges are not addressed.	All challenges are thoroughly addressed with justification from outside sources.

Strategies to	Assignmen	Strategies not	Strategies are	Some strategies	Most strategies	All strategies
overcome/avoid	t not	appropriate or	mentioned, but	are correctly	are correctly	are thoroughly
challenges	turned in	clear.	not adequately	described, but	described, but	addressed.
			described.	others lack	some are not	Outside sources
				clarity without	appropriate or	are used to
				justification	outside sources	justify
				from outside	not used to	strategies.
				sources.	justify	
					suggested	
					strategies.	

Overall	Assignment not	Response is	Contains	Contains minor	Contains	Consistently
writing and	turned in	totally off topic	numerous	errors in	accurate and	contains
composition	turrica iri	and fails to	errors in	grammatical	proper	accurate and
and APA		respond to the	grammatical	conventions,	grammatical	
		•	_			proper
style for		directives.	conventions,	spelling, and	conventions,	grammatical
references			spelling, and	punctuation	spelling, and	conventions,
and citations			punctuation	that interfere	punctuation	spelling, and
			that	with reading the	most of the	punctuation.
			substantially	paper.	time; errors do	Clearly and
			interfere with	Inconsistently	not interfere	consistently
			reading the	uses APA	with paper's	uses proper APA
			paper.	formatting for	meaning	formatting for
			Consistently	citations and	Consistently	citations and
			fails to use APA	references.	uses APA	references
			formatting		formatting for	Paper flows
			correctly for		citations and	logically to
			citations and		references	convey ideas
			references.		correctly.	and is well-
			Tererences.		Paper flows	organized
					logically to	organizea
					convey ideas; is	
					well-organized.	
Total						

This rubric is based on the Application Paper Rubric, http://course1.winona.edu/shatfield/air/Application Paper%20Miami%200hio.pdf and http://www.excelsior.edu/static/syllabus/rubrics/SHS PBH603 Theory Application Paper Rubric.pdf.

EOHS 550 Fact Sheet Rubric (50 Points Possible)

Description:

For this assignment, you should select a current **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 topic. 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>	Points Earned
Written to appropriate audience (suitable for employees and management)	10 Points Possible	
Topic relevant to occupational health and safety	10	
Overall quality	10 Points Possible 10- Complete explanation 6-9-Good explanation, but missing components 3-5- Missing important sections 0-2- Poor explanation	
Error free spelling, proper grammar and punctuation	10 Points Possible 8-10 Excellent explanations with clear logic model 6-7- Good explanation, but some aspects unclear 4-5- Needs work Below 2 –Major issues understanding the theory	
Visually interesting: used appropriate graphics and/or modified text	20 Points Possible 15-20 Excellent explanations 11-14- Good explanation, but some aspects unclear 7-10 Needs work fitting together logic model and application to chosen behavior	

	Below 6 – Major issues understanding the theory as it relates to chosen behavior	
Avoids technical terminology/jargon	1 Points Possible 1-Presentation lasts between 18-20 minutes 0-Presentation less than 15 minutes or exceeds 23 minutes	
Appropriate length of document (1 page minimum, 2 page		
Minimum of three references – USE APA FORMAT	1 Points Possible 1-Presentation lasts between 18-20 minutes 0-Presentation less than 15 minutes or exceeds 23 minutes	
Total	50 Points Possible	

PH 587: Health Behavior Final Paper 100 Points

Evaluation	Unresponsive	Unacceptable	Unsatisfactory	Satisfactory	Very Good	Excellent
Criteria	0	4	8	12	16	20
Problem Identification	Assignment not turned in	Description of the health behavior omits significant characters and consequences of the behavior.	Does not identify and describe the health behavior, is confused or describes the health behavior inaccurately.	Identifies a health behavior but does not recognize significant characteristics and consequences of the behavior. Demonstrates a basic understanding of the assignment.	Identifies the health behavior and some, but not all, of the characteristics and consequences of the behavior. Demonstrates a good understanding of the assignment and related course material.	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.

Summary of	Assignment not	Summary of	Description of	Describes some	Describes the	Provides a
theory and	turned in	theory includes	the theory	appropriate	appropriate	thorough and
key constructs		inaccurate key	and/or its key	elements of the	elements of the	relevant review
(General		constructs and	constructs is	theory, but the	theory and	of the theory
description of		is inappropriate	incomplete.	discussion omits	related	and its related
theory)		for given	Major	important	constructs, and	constructs.
		behavior.	components are	aspects of the	the connection	Makes a clear
			missing are	theory or	between the	connection
			ignored.	constructs.	theory and the	between the
			Major factual	Does not make	health behavior	theory, its
			errors or	a clear	are described	constructs, and
			inconsistencies	connection	clearly.	the health
			exist.	between the		behavior.
				theory and		
				health behavior.		

Justification	Assignment not	Discussion of	Vague	Provides	Provides greater	Thoroughly
for use of	turned in	the strengths	discussion of	adequate	discussion of	discusses the
chosen theory		and limitations	the strengths	discussion of	the strengths	strengths and
		are	and limitations	the strengths	and limitations	limitations of
		unintelligible.	of using the	and limitations	of using the	using the theory
			theory to	of using the	theory to	to address the
			address the	theory to	address the	health behavior.
			health behavior.	address the	health behavior.	Significant
				health behavior.		information and
						support is
						provided from
						literature.

Application to	Assignment not	Application to	No evidence of	Little insight or	Evidence of	Significant
chosen	turned in	chosen behavior	a clear	supporting	supporting	information and
behavior		is unclear.	understanding	justification	information is	support is
			of the theory's	evidence of	adequate with	provided from
			applicability to	applicability and	clear application	literature with
			the health	supporting	of how most	thorough
			behavior.	facts. Some	constructs to	discussion of
				constructs are	chosen	how all
				applied to	behavior.	constructs are
				chosen		applied to
				behavior.		chosen
						behavior.

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