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

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.		
Instrument 1	Direct: EOHS 502 - Workplace Health Promotion Program Paper	
Instrument 2	Direct: PH 575 – Program proposal	
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	Not Met
• **Student Learning Outcome 2:** Demonstrate ability to communication concepts and principles of health protection, health promotion and the 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 results, circle or highlight 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.		
Instrument 1	Direct: EOHS 502 - Workplace Health Promotion Presentation	
Instrument 2		
Instrument 3		
Based on your results, circle or highlight 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: 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 Outcome 1			
Student Learning Outcome	• Design comprehensive, integrated worksite health protection and health promotion interventions to address priority safety or health issues.		
Measurement Instrument 1	**EOHS 502 - Workplace Health Promotion Paper: Students will design a workplace health promotion program at a workplace of their choice with a Total Worker Health component included. The paper will describe the processes of program design including assessment, planning, implementation and evaluation.**		
Criteria for Student Success	Score pf 80 or above. See rubric for full credit requirements: EOHS 502 Rubric		
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	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 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.		
Measurement Instrument 2	**PH 575 – Program proposal**		
Criteria for Student Success	**Rubric in development**		
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.		<mark>**Met**</mark>	**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 - Theory Application Paper**		
Criteria for Student Success	See rubric for 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 80 % or above
Methods	**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 – Pamphlet on Occupational Exposures**		
Criteria for Student Success	**Score of 80 or above. See EOHS 550 rubric**		
Program Success Target for this Measurement	**90% will receive an 80 or above on project**	**Percent of Program Achieving Target**	N/A
Methods	**Student breakdown of grades for the project will be reported by instructor of record at the end of each semester.**		
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 2.	Met	Not Met

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

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 Outcome 3			
Student Learning Outcome	Assess workplace needs and identify potential stakeholders and resources to address workplace health issues.		
Measurement Instrument 1	**EOHS 502 - Workplace Health Promotion Presentation: Students will present the workplace health promotion program they designed for their company of choice with a Total Worker Health component included. The resources and potential stakeholders will be identified to increase the capacity of the company to address 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 this Measurement	**90% receive an 80 or above on this project**	**Percent of Program Achieving Target**	**100% received 80% or higher**
Methods	**Student breakdown of grades for the project will be reported by instructor of record at the end of each semester.** 1 student took EOHS 502 through OnDemand. 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.		
Measurement Instrument 2			
Criteria for Student Success	**See rubric for full credit requirements:**		
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
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 3.		**Met**	**Not Met**
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

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.

Criteria	Points 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	20	*The five Hierarchy of Controls were addressed within the program*	*The five Hierarchy of Controls were vague and not clearly addressed within the program*	*Not addressed.*
References APA Format	20	*Provides reference for the materials being reviewed.*	*Provides link for the materials reviewed.*	*No citation or link*
Presentation	40	*Slides Concise and easy to read 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	Unresponsive 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

						of these assessments.
Three examples of individual level assessment and best uses • Ex) HRA	Assignment not turned in	Assessments described are not individual level assessments.	Assessments described are individual 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	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 overcome/avoid challenges	Assignment not turned in	Strategies not appropriate or clear.	Strategies are mentioned, but not adequately described.	Some strategies are correctly described, but others lack clarity without justification from outside sources.	Most strategies are correctly described, but some are not appropriate or outside sources not used to justify suggested strategies.	All 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%20Ohio.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	Unresponsive 0	Unacceptable 4	Unsatisfactory 8	Satisfactory 12	Very Good 16	Excellent 20
Introduction to Assessment Type • Purpose • Utilization • General description of organizational level assessments • Strengths and weaknesses	Assign-ment not turned in	Description of the organizational level assessment is vague and lacks clarity.	Does not include important characteristics of organizational level assessment type or incorrectly describes the assessment type.	Identifies the characteristics of organizational level assessment but does not recognize significant characteristics of the assessment. Demonstrates a basic understanding of organizational level	Identifies the health assessment and some, but not all, of the characteristics of organizational level assessment. Demonstrates a good understanding of the assignment and related course material.	Identifies the health assessment and significant characteristics of organizational level assessment. Identifies not only the basics of the organizational level health assessment but also demonstrates a 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 overcome/avoid challenges	Assignment not turned in	Strategies not appropriate or clear.	Strategies are mentioned, but not adequately described.	Some strategies are correctly described, but others lack clarity without justification from outside sources.	Most strategies are correctly described, but some are not appropriate or outside sources not used to justify suggested strategies.	All 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%20Ohio.pdf and http://www.excelsior.edu/static/syllabus/rubrics/SHS_PBH603_Theory_Application_Paper_Rubric.pdf.

EOHS 550
Fact Sheet Rubric (50 Points Possible)

<u>Description:</u>
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>	<u>Points Earned</u>
• 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 Criteria	Unresponsive 0	Unacceptable 4	Unsatisfactory 8	Satisfactory 12	Very Good 16	Excellent 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.
Feedback						

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

Justification for use of chosen theory	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.	Provides adequate discussion of the strengths and limitations of using the theory to address the health behavior.	Provides greater discussion of the strengths and limitations of using the theory to address the health behavior.	Thoroughly discusses the strengths and limitations of using the theory to address the health behavior. Significant information and support is provided from literature.
Feedback						

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

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
Feedback						
Total						

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