Assurance of Student Learning
2019-2020

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.

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	**Direct: EOHS 503 – Workplace Assessment Project**
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 became a major component of this certificate in 2020. EOHS 550 Principles of Occupational Safety and Health was created to introduce the TWH concept to students by providing detailed information in OSH with HP components.
Follow-Up: Students scoring 80 or above on presentations increased from 80% to 90%.

#2. Actions: PH 576 - Education and Communication Techniques in Public Health Education was removed beginning spring 2020 from the requirements for the certificate and was removed from the SLO assessment. For 2029-2020 assessment, the PH 576 instrument was replaced with an instrument from PH 587. PH 587incorporates skills and methods of communication technique in the workplace.

Follow-Up: The percentage of students In PH 587 scoring 80 or above on theory application paper increased from 80% to 90%.

#3. Action: EOHS 503 was taught beginning Spring 2020. This course addressed SLO 3 and teaches 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 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.**		
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 are 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	**Score of 80 or above. See rubric for full credit requirements: PH 575 Rubric**		
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.**		
Measurement Instrument 3	Do you have other measures of assessment for SLO 1? If so, please add that here along with all the information below. If not, you may delete this section and move on to **"… whether the program met the goal Student Learning Outcome 1."**		
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<mark>Met</mark>	Not Met

Actions (Describe the decision-making process and actions 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.)

Percentage of students scoring 80 or above on presentations will increase from 80% to 90% in the next year.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) Assessment will occur in Spring 2021

EOHS 502 and PH 575 will be assessed will occur in the Spring Semester 2021. Students will collect health data for program planning projects.

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**	100% received 80 or above on project
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 EOHS 550.		
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.		<mark>Met</mark>	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 was 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.)

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
Percentage of students in PH 587 scoring 80 or above on theory application paper will increase from 80% to 90% in one year.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) Assessment will occur in Spring 2021.

PH 587 and EOHS 550 will be assessed in 2021 Spring Semester. Students will apply a theoretical framework to a public health behavior project in PH 587. Students will design a pamphlet on occupational exposures as a project in EOHS 550.

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 presented the workplace health promotion program they designed for their company of choice with a Total Worker Health component included. 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.**
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. One 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	**EOHS 503: Workplace Assessment Project** :Additional measurement instruments to evaluate the ability to critique and review individual and organizational assessments performed at the workplace have been added for this SLO in 2019-2020. Meaurement instruments are the assessments designed from the review.		
Criteria for Student Success	**Score of 80 or above. See rubric for full credit requirements: EOHS 503 Rubric**		

Program Success Target for this Measurement	90% receive an 80 or above on this project	Percent of Program Achieving Target	No certificate students in course
Methods	**Student breakdown of grades for the project will be reported by instructor of record at the end of each semester. None of the students in EOHS 503 for Spring 2020 were in the Graduate Workplace Health Promotion Certificate 1746**		

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.			<mark>**Met**</mark>	**Not Met**

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

EOHS 503 was 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 has been 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 was offered in the 19-20 AY. The additional measurement instruments will increase the individual and organizational assessment skills of students.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) Assessment will occur in Spring 2021

EOHS 502 and 503 will be assessed in the 2021 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 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			

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
NEEDS ASSESSMENT		•	•
What is the health problem? 1 point	Demonstrates full knowledge (more than required) by: • addressing chosen problem with examples, explanation and elaboration. • providing essential information that is logically arranged and succinctly presented.	• Provides information about problem but fails to elaborate. • Describes some of the essential information. • Ideas are sometimes vague, unclear or not well documented.	• Knowledge is rudimentary or relies on frequent quotes rather than own words. • Description contains extraneous or insufficient information. • Not logically arranged or discussed.
What is the magnitude or importance of the problem? 2 points	Emphasizes importance of the problem with: • a strong statement, statistic or relevant quotation. • 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. • Source of evidence is recent and reliable.	• Importance of problem discussed but missing strong statement, relevant quote, or statistic • Includes at least 2 pieces of evidence (facts, statistics, examples, etc) to support importance. • Source of evidence somewhat dated.	• Importance of problem presented in description. • Includes 1 or fewer pieces of evidence (facts, statistics, or examples) to support importance. • Source of evidence is old or unreliable.
Who is most affected by the problem and what health behaviors put them at risk? 2 points	• Identifies and describes population to be targeted (geographically, numbers, demographics etc.) • Demonstrates understanding of people for whom the program is intended by discussing their unmet need, health status or health behavior. • Uses 3 or more pieces of evidence from epidemiologic assessment (facts, statistics, examples) to support need in target population; Source is recent and reliable. • Makes strong case for why problem is urgent and should be dealt with.	• Describes target population to some extent. • Demonstrates some understanding of people for whom program is intended. • Uses at least 2 pieces of epidemiologic evidence (facts, statistics, examples) to support need within the target population. • Source is somewhat dated. • Makes case for why the problem should be dealt with.	• Limited discussion and understanding of people for whom the program is intended. Does not discuss unmet need or health status. • Uses 1 or fewer pieces of evidence to support the problem importance. • Source is old or unreliable. • Case for why the problem should be addressed is weak.
What has been or can be done about the problem? (Proposed program/ intervention) 3 points	Proposes a clear solution to the problem: • Solution includes name and purpose of proposed health promotion program or intervention • Provides a general overview of what the program may include. • rationale for the program tries to align the potential value and benefit to the community	• Solution briefly describes a proposed health promotion program or intervention. • Provides very basic overview of the program. • Rationale not likely to align the potential value and benefit to the community.	• Solution is vague or unrealistic. • Provides minimal overview of the program. • Little or no attempt to make rationale for program/ intervention align with what is important to the community.
What are potential outcomes or benefits? What may hinder these results? 2 points	Demonstrates importance/need of the program by: • Statements about potential outcomes of the program and why it will be beneficial. • Using results of other studies or interventions to support the rationale. • Discusses behavioral and environmental factors that might hinder successful results • Convincing language that there is no better time to solve the problem and why it is important.	• At least one statement indicates what can be gained from the program and why the program will be beneficial. • Limited use of results from other studies to support the rationale. • Minimal discussion of behavioral and environmental factors to be considered. • Mentions that timing is right for the program but little other rationale.	• Includes brief statement to indicate what can be gained from the program or why the program will be successful. • Little or no rationale provided • No discussion of behavioral and environmental factors • No mention of the program's current usefulness.

CONTENT CATEGORY	Exemplary	Proficient	Developing
PLANNING/CONCEPTULIZATION			
Theoretical Basis **3 points**	Demonstrates full knowledge (more than required) by: • 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. • summarizing strategies or interventions that have been used and discussed in the literature, in terms of evidence of success and theoretical basis (if any)	Demonstrates adequate knowledge by: • providing expected information about the program but fails to elaborate. • Description of behavioral and environmental aspects of the problem missing one or the other • Theoretical model or approach described in broad terms. • Literature summary of other strategies or interventions is discussed with little detail or examples. • Provides little or no discussion about why the proposed program would be effective.	• Demonstrated knowledge is rudimentary or relies on frequent quotes rather than own words. • Selected program or intervention is minimally relevant to public health and the description contains extraneous information; is not logically arranged. • Theoretical model is missing or poorly described.
Description of Program/Intervention and Evidence Base **2 points**	Demonstrates clarity when describing the program or intervention by: • discussing strategies upon which the program or intervention is based • outlining the criteria or rationale used for selecting the particular program or strategy • providing evidence of program's potential effectiveness • 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.	• Program or intervention is adequately described. • Some description of rationale provided. • Includes 2 pieces of evidence (facts, statistics, or examples) to show evidence-based status. Source of evidence somewhat dated but reliable.	• Program or intervention is not adequately described. • Little or no rationale provided as to why it is important or if it will work. • Includes 1 or fewer pieces of evidence (facts, statistics, or examples) to support evidence based status. Source of evidence is old or unreliable.
Adaptation for Target Population or Community **1 point**	Demonstrates understanding of people for whom the program is intended by: • Identifying and describing the target population/ community. • discussing their unmet or unique needs • describing how the program will be adapted or modified to make it more culturally relevant and acceptable	• Describes target population to some extent. • Demonstrates some understanding of people for whom the program is intended. • Adequate discussion of adapting or modifying program for population.	• Describes population but limited under-standing of people for whom the program is intended. • Does not discuss unmet need or health status. • 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.
Goals, Objectives and Activities **2 points**	Demonstrates excellent groundwork for later evaluation planning by: • providing at least one well written goal that is global: includes all program components and provides direction • providing at least 3 or more objectives that are hierarchical in nature (levels) and contain 4 elements to make them complete objectives	Demonstrates adequate groundwork for later evaluation planning because: • Goal is well written • Provides at least 2 objectives that contain 4 required elements • Some objectives not realistic or have unclear criterion • Activities discussed to some extent	Insufficient groundwork for later evaluation planning • Goal is not well written • Each objective does not contain 4 required elements • Some objectives are irrelevant to what is described in program • Activities not discussed

	• writing objectives that are reasonable time-wise, realistic, and have clearly set criterion. • describing activities that are planned for the program and how they relate to the objectives		
Logic Model **3 points**	• Creates a visual tool to demonstrate understanding of relationships of the planned program with intended results. • Logic model provides excellent detail to show logical relationships and a roadmap for the program.	• Visual tool demonstrates understanding of relationships of the planned program • Provides some detail to show a roadmap for the program.	• Visual tool is missing or demonstrates limited understanding of relationships of the planned program. • Insufficient detail to show how program will work or what it will accomplish.

CONTENT CATEGORY	Exemplary (4 points)	Proficient (3 points)	Developing (1-2 points)
IMPLEMENTATION			
Summary of activities **2 points**	Demonstrates full knowledge by providing a clear description of: • Main Intervention strategies to be used with the proposed intervention • Activities associated with the intervention (does not need to be an exhaustive list.)[Not implementation tasks! – which should be discussed in timeline]	Provides a description of: • Intervention strategies to be used, though vague at times • Partially explains activities associated with the intervention	Provides generic or little description of: • Intervention strategies • Activities associated with the intervention
Description of potential "derailers" **1 point**	Identifies specific items or things that have potential to derail the project/intervention (such as type or amount of resources required, organizational obstacles, etc.)	Mentions some things that have the potential to derail the project/intervention	Minimal discussion of potential derailers for the project/intervention.
Needed and available resources **2 points**	• Provides assessment of specific types of resources needed to implement the project/intervention. • Identifies and describes specific resources already in place or available for use with the intervention.	• Identifies resources needed to implement the project/intervention. • Identifies resources already in place or available for use with the project/intervention.	• Minimal or vague discussion about types of resources needed to implement the project. • Minimal or vague description of available resources.
Task Timeline **3 points**	Proposes a project development schedule or task development timeline that: • has sufficient detail to identify timetable for carrying out the proposed activities • shows the prioritization of tasks • defines the tasks • lays out plans over the life of program • allows monitoring of progress	Project development schedule or task timeline: • identifies timetable for carrying out the proposed activities • shows prioritization of some tasks, not well defined or not over the life of program • allows limited monitoring of progress	Project development schedule or task development timeline: • has insufficient detail to identify timetable for carrying out the proposed activities • shows little to no prioritization of tasks • tasks not defined; missing plans for life of program; does not allow monitoring of progress
Personnel description and effort **2 points**	Identifies and justifies categories of personnel and other human resources needed for the program. • Describes role(s) these individuals play, including tasks they are responsible for. • Identifies weeks/months staff are needed or number of hours per week (% effort on the project) • Estimates hourly or annual salary of each person and provides source of information.	Identifies categories of personnel and other human resources needed for the program/intervention. • Describes the role(s) of personnel to some extent. • Identifies % effort on the project but not defined. • Estimates salary of each person but does not provide source from which information is obtained.	Personnel and other human resources needed for the program/intervention discussed. Superficial discussion of roles, % effort and salary of each person.
First year budget **2 points**	Prepares a sample budget for the first 12 month period of program intervention (and rationale for costs).	Provides sample budget for the first 12 month period of program intervention but lacks estimate of cost or not realistic.	Program budget not well organized and unrealistic for scope of work.

CONTENT CATEGORY	Exemplary	Proficient	Developing
EVALUATION			
Purpose of the evaluation **1 point**	Provides a comprehensive and clear overview of the evaluation that includes: • Discussion of overall purpose of the evaluation • Description of at least 3 anticipated outcomes • Discussion of how evaluation info will be used	Provides overview of the evaluation that includes: • Brief discussion of evaluation purpose • Description of at least 2 anticipated outcomes • Mention of how evaluation information will be used	Provides: • Limited discussion of evaluation purpose • At least 1 anticipated outcome • Mentions use of evaluation information
Process for conducting the evaluation **2 points**	Describes the process for conducting the evaluation by: • Developing a logic model to guide the process • Describing types of process, impact, and outcome information that will be measured • Discussing how/when information will be collected	• Provides a basic logic model for evaluation • Describes information that will be measured • Discusses when information will be collected	Includes some but not all of these: • a logic model • evaluation information to be collected • when information will be collected
Rationale for chosen evaluation strategy **1 point**	Rationale for evaluation strategy includes: • Description of evaluation or research methods used in the literature related to your intervention • Discussion of strengths and weaknesses of these methods to make a case for current strategy • Providing clarity about why a qualitative or quantitative method will be used	Rationale for evaluation strategy includes: • Some reference to evaluation or research methods found in the literature • Some attempt to make a case for current strategy • Discussion of why a qualitative or quantitative method will be used	Limited rationale for evaluation strategy provided.
Evaluation design and components **3 points**	Presents evaluation design and components by: • Discussing study design that will be used for collecting impact and/or outcome measures • Providing examples of what will be collected to measure process, impact, and outcome indicators • Providing timelines for data collection and description of who will collect and analyze the data	• Mentions type of design to be used • Provides at least 1 example of what will be collected to measure indicators • Provides limited description of who and when data will be collected	Includes some but not all of the following: • Mention of design to be used • One example of what will be collected • Timelines for data collection or who will collect the data
Relationship to social/behavioral factors, objectives and activities **2 points**	• Describes how specific data points are linked to specific program objectives • Uses a logic model to summarize and describe relationships to social/behavioral factors, objectives and activities	• Some discussion of how data points link to program objectives • Logic model partially demonstrates relationships to social/behavioral factors, objectives or activities	• Limited discussion of how data links to program objectives • Logic model missing or limited in scope
Data collection instrument **2 points**	Provides at least 1 data collection instrument that: • Includes measures for specific process, impact, OR outcomes • Includes reasonable and measurable questions likely to yield important information	Data collection instrument includes: • At least 2 examples of process, impact, OR outcomes that are measured • Questions are reasonable and likely to yield somewhat useful information	Provides a data collection instrument but: • Does not identify process, impact, OR outcomes that instrument measures • Questions not reasonable, measurable, or likely to yield useable information
Conclusion	Clearly and concisely summarizes the information provided in the application.	Adequately summarizes the information provided in the application.	Does not summarize finding effectively.

2 points			
Presentation Style **2 points**	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.
Presentation Materials **2 points**	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.
50 POINTS			

PH 587: Health Behavior
Final Paper
100 Points

Evaluation Criteria	Unresponsive 0	Unacceptable 4	Unsatisfactory 8	Satisfactory 12	Very Good 16	Excellent 20
Behavior Description	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, describes an outcome 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 factors related to the behavior. | 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.. | 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 theory and key constructs (General description of theory)** | Assignment not turned in | Summary of theory includes inaccurate description of constructs and summary. | Description of the theory and its key constructs is incomplete. Major components are missing or ignored. Major factual | Description of the theory or its key constructs is incomplete. 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 | Provides a thorough and relevant review of the theory and its related constructs. Makes a clear connection between the theory, its |

			errors or inconsistencies exist.		are described clearly.	constructs, and the health behavior.
Intervention	Assignment not turned in	Application to chosen behavior is inaccurate. There is no relationship between theoretical framework and behavior.	No evidence of a clear understanding of the theory's application to the chosen health behavior. There is an attempt to identify factors related to the behavior, but there is limited connection to constructs.	Some constructs are applied to chosen behavior, but the theory is not applied as its entirety.	Evidence of supporting information is adequate with clear application of how most constructs are operationalized.	Significant information/ support is provided from literature with thorough discussion of how all constructs are operationalized.

| **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**	

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						

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

Criteria					
				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.