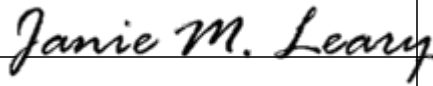




Application for Core Curriculum Inclusion

Click to enter date of submission.

11/19/2020

TABLE #1	General Information		
Course Title:	CHEP 2210: Foundations in Health Promotion		
Course Description as listed in the current Fairmont State Catalog:	This course provides students with a broad foundation in health promotion and how it is used to improve all areas of health (including physical, psychological, social, financial, environmental, etc.) Students use the ecological model to assess the multiple causes of health and societal issues of interest to them. Students are also introduced to the scientific processes of research. This course is designed for all students to use the acquired knowledge and skills to address real-world issues in their field of study.		
Prepared by:	Janie Leary	Full-time	
Preparer email address:	Jleary2@fairmontstate.edu		
Course Coordinator:	Janie Leary	Full-time	
Course Coordinator email:	Jleary2@fairmontstate.edu		
Core Curriculum Category & Corresponding Outcome:	Category 8 - Social Science with Critical Thinking	8. Students will be able to apply concepts and prevailing theories within the social and behavioral sciences.	
Enter ALL course outcomes: Note: If there are multiple outcomes this cell may spread onto another page. If that occurs, move Table #2 (page 7) onto a new page.	<ol style="list-style-type: none"> 1. Demonstrate knowledge about the foundations of health promotion and its relationship to societal issues. 2. Identify and analyze factors that influence real-world issues using the 5-level Ecological Model. 3. Apply knowledge of the Ecological Model, cultural competency, and research to improve/manage the needs of their chosen issue. 		
Signature of Appropriate Discipline Faculty		Community Health Promotion	8/29/2023
Signature of Unit Chair		Behavioral Science	8/31/2023
Signature of Unit Dean		College of Liberal Arts	9/5/2023



CHPE 2210: Foundations in Health Promotion Master Syllabus

{CRN, Section #; Term and Academic Year}

Instructor: Janie M. Leary, PhD, MPH, CHES

Office: 127 Hardway Hall

Phone: 304-333-3630

Email: jleary2@fairmontstate.edu; for course-related issues, please email through the course space in Blackboard.

Office Hours: Wednesdays 9:00 am – 2:00 pm

Course Description

This course provides students with a broad foundation in health promotion and how it is used to improve all areas of health (including physical, psychological, social, financial, environmental, etc.) Students use multi-causal theory and the ecological model to assess issues of interest to them. Students are also introduced to the scientific processes of research.

Textbook and Course Material

This course used Open Educational Resource (OER) materials. You do not have to purchase a textbook. Course materials will be posted in the course space on Blackboard.

Course Delivery & Technology Requirements

This course is offered HyFlex which means that students have the option to participate in the course in-person, virtually, and/or asynchronously. Students are required to have the necessary technology to successfully complete the course. At a minimum, students are expected to have:

- a computer with stable internet access (the classroom has desktop computers for students attending in-person)
- the ability to access and use Blackboard and other Internet resources
- the ability to upload and submit necessary assignments, exams/quizzes, and discussions
- the ability to view videos and/or video transcripts
- access and the ability to use Office 365 for completing the course assignments and class meeting activities
- Any additional course software will be available through a free download or the campus's library computers. The additional software will include a video tutorial or written instructions on how to use it for the course assignment.

Students who do not have a computer may want to use the library's computer resources. Students are responsible for arranging their schedule around the library's hours of operation. Students are also responsible for meeting any requirements related to being on campus and/or using library resources.

Course Learning Outcomes

1. Demonstrate knowledge about the foundations of health promotion and its relationship to societal issues.

2. Identify and analyze factors that influence real-world issues using the 5-level Ecological Model.
3. Apply knowledge of the Ecological Model, cultural competency, and research to improve/meet the needs of their chosen issue.

Assessment Measures

- **Exams:** Students will complete a midterm and a final exam.
- **Risk Assessment Project:** Students will research and report on their chosen topic and community.
- **Logic Model:** Students will submit a logic model using SMART Goals and activities that promote healthy change. Students will also adapt the logic model for various populations
- **Homework, Participation, & Discussions:** Students will submit a variety of assessments that will help them prepare for the risk assessment report and logic model assignments.

Connecting Learner Outcomes & Assessment Measures

Course assessments have both direct and indirect connections to the course outcomes. Indirect assessments help student build the skills necessary to successfully complete the assessments directly connected to the course outcomes. ALL assignments have a purpose! Course Outcome One is measured with the exams. Outcomes Two and Three are measured with the Risk Assessment Project.

Grading Scale

- A = 450-500 points
- B = 400-449 points
- C = 350-399 points
- D = 300-349 points
- F = <300 points

Course Policies and Guidelines

Preparation

Prepare for each class session by completing the required readings BEFORE the first class in which the topic is discussed. Unscheduled reading assessments may be given at the instructor's discretion and will be posted in the course space.

Incident Weather, Pandemic, etc.

If the university is closed or has a delayed opening, check the course space for lecture material. Quizzes, exams, and assignments are submitted electronically and the due dates will remain the same. Check the course space for the due dates and times.

Personal Conduct

Food and drinks are permitted in class. Students must clean up after themselves. Foods with strong odors or that are loud are not permitted. If you have food allergies, please notify the instructor so the foods can be restricted. Fairmont State University is a tobacco and vape-free campus. Please do **NOT** wear perfume, cologne, or other scented items (e.g. lotions) to class,

faculty offices, or any other course activities/events. You will be asked to leave and you will earn a zero for missed assignments/exams. Your classmates are just as busy as you. Be a timely participant in group projects, discussions, etc., whether online or in person. Many classes discuss "hot button topics", you are required to treat others with respect, even if their views differ from yours. Additional information about student conduct can be found at: <https://www.fairmontstate.edu/stulife/student-conduct>.

Attendance Policy

- Students are expected to access & use the course space at least 4 days each week.
- In-person students are expected to be in the classroom and ready to discuss that week's topics by the day/time posted in the course catalog.
- Students attending virtually are expected to be in the virtual meeting space before class begins- make sure the area behind/around you is appropriate for a classroom setting and that others in your area are aware and expected to be respectful.
- Asynchronous students are expected to view the class recordings and participate in the class activities within 36 hours of the recording being posted in Blackboard.
- Course discussions (in-person and in Blackboard) are to include MEANINGFUL contributions. Simply agreeing is not meaningful. Students are expected to expand the conversation.
- Students will conduct themselves in a professional manner. Remember, everyone comes from different backgrounds, each with their unique contributions to the world. Students do not have to agree with someone else but all communications will be respectful. Keep the following in mind when posting to discussion threads:
 - Tone is difficult to show online.
 - Be clear in your communication (spelling, grammar, explanations, etc.)
 - Review discussion posts prior to clicking submit. If the text could appear combative or disrespectful to the reader, it needs work.
 - Do not wait until the last minute to participate in discussions and group projects. Your classmates are just as busy as you, do not leave them waiting.

Assignment Expectations

- All assignments are posted on the first day of the term. Students can access the course through the course content section of Blackboard. Exams/quizzes will be available approximately one week before their due date.
- Assignments, exams, quizzes, discussion postings, etc. are due by the posted due date/time. Late submissions will not be accepted.
- If students experience problems submitting an assignment through the course space, they are expected to email the completed assignment to the instructor (through Blackboard) by the posted due date/time. Not attaching the completed assignment/files will result in a zero if not corrected by the posted due date/time.
- Students planning to travel (for school events, work, family activities) or have other activities that take place during the term are expected to plan ahead and submit any assignments, etc. by the due date/time. Late submissions will not be accepted.
- Students are expected to plan their work schedules (or other schedules) around due dates. This means that students who are working or doing other activities when an assignment/exam is due must submit the assignment/exam prior to the posted due date/time.
- Students experiencing extreme hardships are expected to contact the instructor immediately.

Communication with the Instructor

- Students are expected to contact the instructor immediately if they have questions about the course material or if they are dealing with life situations that adversely impact their work in the course.
- The instructor will respond within 36 hours during the week and within 72 hours on the weekend. Students are expected to keep the response frame in mind when submitting questions about assignments.
- All assignments/exams/quizzes are posted on the first day of the term. Waiting until the last minute to ask a question or seek help may result in a response after the due date/time. This does not constitute an extension on the due date/time- make sure to plan ahead!
- If students encounter problems using the course space, they are expected to contact IT and provide the following information:
 - Screenshot of any error messages;
 - The name of the Internet browser;
 - Type of technology being used;
 - Any information about their internet connection, weather issues;
 - And any information that may help IT resolve the problem.
 - Make sure to copy the instructor on the email so they are aware of the situation.

Academic Support & Resources

Fairmont State University provides university-wide expectations on the following issues:

- Academic Integrity
- Accessibility Services
- Assessment, Surveys & Course Evaluations
- Attendance
- Consent for Recording
- Copyright Notice
- COVID-19 Notice
- Social Justice Statement
- Title IX
- Fairmont State is a tobacco and vaper-free campus

Please visit the link below for specific, up-to-date information:

- <https://www.fairmontstate.edu/academics/affairs/syllabus-statements.aspx>

Student Policies

<https://wvnet.softchalkcloud.com/lesson/serve/WCqoipmRAUxltj/html>

Visit the link above for additional policies related to:

- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Late Policies
- Netiquette
- Course Access and Duration
- Withdraw/Dropping a Course
- Downloading Content

Characteristics of a Successful Student

Whether you are completing courses face-to-face, virtual-synchronously, or asynchronously, read the information at the following link.

<https://www.fairmontstate.edu/academics/distancelearning/successful-student>

Course Outline

Week One: Determinants of Health

Assignments:

- Energy Balance Discussion
- Weekly Comprehension Assignment
- Student survey

Week Two: Multi-casual & Ecological Model

Assignments:

- Weekly Comprehension Assignment
- Health Topic & Community

Week Three: Equity

Assignments:

- Weekly Comprehension Assignment
- Brainstorming Assignment

Week Four: Assessing Risk

Assignments:

- Weekly Comprehension Assignment
- Article Critique
- CITI Training

Week Five: Assessing Capacity

Assignments:

- Weekly Comprehension Assignment
- Risk Assessment Paper Outline

Week Six: Culture

Assignments:

- Weekly Comprehension Assignment
- Culture Discussion
- Surface & Deep Structure assignment

Week Seven: Culture, continued

Assignments:

- Weekly Comprehension Assignment
- Annotated Bibliography

Week Eight: Midterm Review

Assignments:

- Midterm exam

Week Nine: Working with Communities

Assignments:

- Weekly Comprehension Assignment
- Key Informant Interviews

Week Ten: Planning & Implementation

Assignments:

- Weekly Comprehension Assignment
- Risk Assessment Draft

Week Eleven: Promoting Community Action

Assignments:

- Weekly Comprehension Assignment
- Logic Model Outcomes

Week Twelve: Intro. to Epidemiology

Assignments:

- Weekly Comprehension Assignment

Week Thirteen: Intro to Research Design

Assignments:

- Weekly Comprehension Assignment
- Risk Assessment Paper

Week Fourteen: Thanksgiving Break

Week Fifteen: Intro. to Research

Assignments:

- Weekly Comprehension Assignment
- Logic Model
- Presentation video

Week Sixteen: Final Exams

Assignments:

- Final Exam

Highlighted Student Services

- The LEAD Center offers a variety of resources, including peer and professional tutoring, workshops, and more.
 - <https://www.fairmontstate.edu/student-services/lead-center/default.aspx>
- FSU Student Health ensures all students have convenient and equal access to timely, high quality, affordable services.
 - <https://www.fairmontstate.edu/student-services/student-health/default.aspx>
- Accessibility Services collaborates with institutional allies, networks, and community partners to provide equitable higher education experiences for all students who have disabilities.
 - <https://www.fairmontstate.edu/studentservices/accessibility-services>
- The Office of Career Services will provide support and resources to equip students and alumni for lifelong professional and career development.
 - <https://www.fairmontstate.edu/studentservices/career-services>
- International Student Services strive to encourage international student success in all aspects of their academic and campus life.
 - <https://www.fairmontstate.edu/epics/default.aspx>
- The Ruth Ann Musick Library on the campus of Fairmont State University provides access to scholarly resources, provides spaces for collaboration and study, and facilitate lifelong learning.
 - <https://library.fairmontstate.edu/>
- FSU's IT Department assists students with a variety of IT-related questions, support, including Blackboard, please contact the Service Desk at (304) 777-1800
 - <https://www.fairmontstate.edu/it/default.aspx>
- The Veteran Services Office is here to serve the Fairmont State University Veteran/Dependent Students by providing a variety of services.
 - <https://www.fairmontstate.edu/student-services/veteran-services/default.aspx>

Fairmont State University Syllabus Statements

<https://www.fairmontstate.edu/academics/affairs/syllabus-statements.aspx>

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- the obtaining of information during an examination;
- the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- the removal of faculty examination materials;
- the alteration of documents or records; or
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Accessibility Services

Through collaboration with institutional allies, networks, and community partners, Accessibility Services leadership contributes to the development of equitable higher education experiences for all students who have disabilities. These services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for these services and provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services. Accessibility Services is located in the Turley Student Services Center (304) 367-4141. For additional information, please visit the Fairmont State Office of Accessibility Services webpage.

Assessments, Surveys, and Course Evaluations

Fairmont State University values students' opinions. Your participation in special assessments, surveys, and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.

Attendance

Students are expected to attend regularly the class and laboratory sessions of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Consent to Recording

Learning technologies, online testing, and other virtual deliveries of content may require the audio and/or visual recording of you for educational purposes, by enrolling in this course, you consent to such recording for this stated purpose unless you advise the instructor in writing of your objection at least five days following receipt of this notice.

Copyright Notice

Material presented in this course may be protected by copyright law.

COVID-19 Provisions

Following guidance from the CDC as well as State and Local Officials, Fairmont State reserves the right to determine the method of delivery of class content, and modify classroom configuration to comply with COVID-19 safety guidance. The University also reserves the right to institute mandatory safety protocols including requiring students to wear masks at all times while in the classrooms.

Social Justice Statement

Fairmont State University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran's status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise let me know, and make appropriate arrangements with the Office of Accessibility Services (304-367-4141).

Title IX

Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on the Title-IX page, by calling 304.367.4386, or by emailing HR@fairmontstate.edu.

Fairmont State is a tobacco and vaper-free campus

- Additional information about all policies can be found online in the Student Handbook.
- Additional student resources can be found online on the Student Resources Page.

Submissions for the next academic year accepted through November 1.**Information Required for Creating Assessment Plan in Watermark**

- Complete one copy of Table #2 for each course outcome which addresses the Core Curriculum category outcome.
- Copy Table #2 to create a separate table for additional course outcomes as many times as needed. Place only one table per page.
- Cells expand.

Table #2	Course Outcome Information
Course Outcome:	Demonstrate knowledge about the foundations of health promotion and its relationship to societal issues.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Risk Assessment Project Students will write explain the historical and current issues related to their chosen topic and population. Students will also explain how the appropriate areas of health promotion will improve the identified issues.
Satisfactory Performance Standard (based on rubric):	70% of students will earn 70% or higher on the assessment measure.
Ideal Target (based on rubric):	80% of students will earn 70% or higher on the assessment measure.
Implementation Plan (timeline):	Every semester
Key/Responsible Personnel:	Program Faculty (Janie Leary and Andrea Haney)
Supporting Attachments: These attachments are to be placed immediately after the associated Table #2 in the proposal.	Attachment 1: Sample assignment instructions Attachment 2: Sample rubric <i>Attachment 3:</i> Type here to enter description.

Risk Assessment Paper

Paper Organization

Introduction

- 1) Briefly explain the health or societal topic and your identified population.
 - a) Provide background to explain why this topic is important in your population
 - b) You may use peer-reviewed articles and other credible resources to describe your community and topic. (If you are not sure about using a source, ask.)
- 2) Body - Use at least five peer-reviewed articles
 - a) Make sure to discuss all five levels of the ecological model.
 - i) Use at least peer-reviewed article for each level
 - b) Explain how published information describes, addresses, ignores, etc. the key issues at that level.
 - c) Incorporate comments from your interviews that support or differ from the literature (you should have started this part in your Interview/Survey assignment)
 - d) You should have at least one paragraph for each of the five levels of the ecological model
- 3) Conclusion and Recommendations
 - a) Summarize your findings.
 - b) Identify areas of health promotion that can improve the identified issues.
 - i) Explain why these areas of health promotion are appropriate.

Questions to help you develop your paper:

- 1) What is the problem, who has the problem, why do they have it, and how extensive is the problem?
- 2) How do the various levels of the ecological model relate to the problem (or its solution) in the population?
- 3) What has been done in the past to manage the issue at each level? How well did it work?
- 4) What suggestions do the researchers offer for future work?
- 5) Have there been successful (or unsuccessful) programs dedicated to a similar topic in your identified community? How can these programs adapt the current materials to your topic?
- 6) Have there been successful (or unsuccessful) programs on the same topic but dedicated to a different community? How can these be adapted? What cultural influences should the program planners consider?

Expectations for your paper:

- 1-inch margins, 8.5x11 in paper; 12 point, Times New Roman/Arial/Calibri font; Double-spaced
- Do not include your personal stories. This paper and any conclusions/recommendations are to be based on verifiable facts collected during your research of the literature and the key informant interviews.
- Stick to the facts. Do not include your personal opinion. Your suggestions for improvement are to be based on the facts you gathered from your risk assessment.
- Do not use first or second person in your writing.
- Do not use contractions.
- Use standard American English grammar and spellings. Grammar books are available through the library and other online resources.
- Do not use direct quotes (or copy/paste). Make sure you are adequately paraphrasing the information. Remember to include appropriate in-text citations and references using APA format.
- Remember this is YOUR work. Do not use other humans, the internet, “bots”, AI, or anything else. Write the paper YOURSELF.
- Approximately 8-10 pages for the paper, grading is based on quality, not pages submitted.
- Use at least 6-7 credible sources, not including the interviews, 3 sources MUST be from peer-reviewed scholarly sources (you must read/use the full article, NOT just the abstract).
- Side notes about sources:
 - Scholarly, peer-reviewed articles (and textbooks) can be no more than 5 years old.
 - Reliable websites should have been updated within the past 3 years.
 - Other sources can be no more than 3 years old.
 - Mass media sources not acceptable unless specifically approved in writing by instructor.

For more information about APA style see the following resources:

- Basic information about references (and a link in the text to numerous examples)
 - <https://apastyle.apa.org/style-grammar-guidelines/references/basic-principles>
- Formatting in-text citations
 - <https://apastyle.apa.org/style-grammar-guidelines/citations>
- Referencing personal communications/interviews, emails, etc.:
 - <https://apastyle.apa.org/style-grammar-guidelines/citations/personal-communications>
- General paper formatting using APA 7th edition
 - <https://apastyle.apa.org/style-grammar-guidelines/paper-format>
- General citations and referencing (you are responsible for searching through the options to find the information you need):
 - <https://apastyle.apa.org/style-grammar-guidelines>

(Regardless of your degree program, you will need these resources again. Make sure you save them for future reference)

Risk Assessment Rubric

	OUTSTANDING	EFFECTIVE	ADEQUATE	INEFFECTIVE
	90-100%	75-89%	60-74%	Less than 60%
Students will explain the historical and current issues related to their chosen topic and population. 20%	Student objectively explained the historical & current issues related to their chosen topic & population.	Student objectively explained the current issues related to their chosen topic & population but did not include information about the background issues.	Student objectively explained the historical issues related to their chosen topic & population but did not include information about the current issues.	Student did not provide objective information about their chosen topic and/or population.
Students will use appropriate areas of health promotion to address issues related to their chosen topic & population. 20%	Student objectively connected the appropriate area(s) of health promotion to improving at least three issues identified in their paper.	Student objectively connected the appropriate area(s) of health promotion to improving at least two issues identified in their paper.	Student objectively connected the appropriate area(s) of health promotion to improving at least one issue identified in their paper.	Student did not connect issues with the appropriate area(s) of health promotion.
Students identify and analyze factors that influence real-world issues using the 5- level Ecological Model. 30%	Student clearly incorporated all 5 levels of the ecological model into their risk assessment paper.	Student clearly incorporated at least 4 levels of the ecological model into their risk assessment paper.	Student clearly incorporated at least 3 levels of the ecological model into their risk assessment paper.	Student did not clearly incorporate at least 3 levels of the ecological model into their risk assessment paper.
Students critically evaluate, interpret, and make inferences from primary data. 10%	Student clearly integrated at least two of their key informant interviews into the risk assessment paper to support/ counter the information from secondary sources.	Student clearly integrated at least one of their key informant interviews into the risk assessment paper to support/counter the information from secondary sources.	Student mentioned at least one of their key informant interviews but did not use the data to clearly support/counter the information from secondary sources.	Student did not mention their key informant interviews in the risk assessment paper.
Students critically evaluate, interpret, and make inferences from secondary data. 10%	Student clearly integrated objective information from both peer- reviewed and reliable sources to discuss their chosen topic and population.	Student clearly integrated objective information from peer-reviewed but no other reliable sources to discuss their chosen topic and population.	Student clearly integrated objective information from reliable sources but not peer- reviewed resources to discuss their chosen topic and population.	Student did not use peer-reviewed and/or reliable resources.
Students followed instructions regarding paper format/organization/APA format for references and in-text citations 10%	Made no more than 2 errors in paper format/organization AND made no more than 2 errors in APA format for all in-text citations and references.	Made no more than 4 errors in paper format/organization AND made no more than 4 errors in APA format for all in- text citations and references.	Made no more than 6 errors in paper format/organization AND made no more than 6 errors in APA format for all in-text citations and references.	Made more than 6 errors in paper format/organization OR made more than 6 errors in APA format for all in-text citations and references.

(Adapted from: USC General Studies: Social/Behavioral Sciences Rubric)

Submissions for the next academic year accepted through November 1.

Table #2	Course Outcome Information
Course Outcome:	Identify and analyze factors that influence real-world issues using the 5-level Ecological Model.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Risk Assessment Project Students will apply the 5-level Ecological Model (Intrapersonal, Interpersonal, Organizational, Community, Laws/Policies) to explain the factors that contribute to (or the consequences of) their chosen topic/issue and how the topic/issue can be improved.
Satisfactory Performance Standard (based on rubric):	70% of the students will score 70% or higher on the assessment measure
Ideal Target (based on rubric):	80% of the students will score 70% or higher on the measure
Implementation Plan (timeline):	Every semester
Key/Responsible Personnel:	Program Faculty (Janie Leary and Andrea Haney)
Supporting Attachments: These attachments are to be placed immediately after the associated Table #2 in the proposal.	<i>Attachment 1:</i> Sample assignment instructions <i>Attachment 2:</i> Sample rubric <i>Attachment 3:</i> Type here to enter description.

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 - a) Provide background to explain why this topic is important in your population
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- 2) Body - Use at least five peer-reviewed articles
 - a) Make sure to discuss all five levels of the ecological model.
 - i) Use at least peer-reviewed article for each level
 - b) Explain how published information describes, addresses, ignores, etc. the key issues at that level.
 - c) Incorporate comments from your interviews that support or differ from the literature (you should have started this part in your Interview/Survey assignment)
 - d) You should have at least one paragraph for each of the five levels of the ecological model
- 3) Conclusion and Recommendations
 - a) Summarize your findings.
 - b) Identify areas of health promotion that can improve the identified issues.
 - i) Explain why these areas of health promotion are appropriate.

Questions to help you develop your paper:

- 1) What is the problem, who has the problem, why do they have it, and how extensive is the problem?
- 2) How do the various levels of the ecological model relate to the problem (or its solution) in the population?
- 3) What has been done in the past to manage the issue at each level? How well did it work?
- 4) What suggestions do the researchers offer for future work?
- 5) Have there been successful (or unsuccessful) programs dedicated to a similar topic in your identified community? How can these programs adapt the current materials to your topic?
- 6) Have there been successful (or unsuccessful) programs on the same topic but dedicated to a different community? How can these be adapted? What cultural influences should the program planners consider?

Expectations for your paper:

- 1-inch margins, 8.5x11 in paper; 12 point, Times New Roman/Arial/Calibri font; Double-spaced
- Do not include your personal stories. This paper and any conclusions/recommendations are to be based on verifiable facts collected during your research of the literature and the key informant interviews.
- Stick to the facts. Do not include your personal opinion. Your suggestions for improvement are to be based on the facts you gathered from your risk assessment.
- Do not use first or second person in your writing.
- Do not use contractions.
- Use standard American English grammar and spellings. Grammar books are available through the library and other online resources.
- Do not use direct quotes (or copy/paste). Make sure you are adequately paraphrasing the information. Remember to include appropriate in-text citations and references using APA format.
- Remember this is YOUR work. Do not use other humans, the internet, “bots”, AI, or anything else. Write the paper YOURSELF.
- Approximately 8-10 pages for the paper, grading is based on quality, not pages submitted.
- Use at least 6-7 credible sources, not including the interviews, 3 sources MUST be from peer-reviewed scholarly sources (you must read/use the full article, NOT just the abstract).
- Side notes about sources:
 - Scholarly, peer-reviewed articles (and textbooks) can be no more than 5 years old.
 - Reliable websites should have been updated within the past 3 years.
 - Other sources can be no more than 3 years old.
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- Formatting in-text citations
 - <https://apastyle.apa.org/style-grammar-guidelines/citations>
- Referencing personal communications/interviews, emails, etc.:
 - <https://apastyle.apa.org/style-grammar-guidelines/citations/personal-communications>
- General paper formatting using APA 7th edition
 - <https://apastyle.apa.org/style-grammar-guidelines/paper-format>
- General citations and referencing (you are responsible for searching through the options to find the information you need):
 - <https://apastyle.apa.org/style-grammar-guidelines>

(Regardless of your degree program, you will need these resources again. Make sure you save them for future reference)

Risk Assessment Rubric

	OUTSTANDING	EFFECTIVE	ADEQUATE	INEFFECTIVE
	90-100%	75-89%	60-74%	Less than 60%
Students will explain the historical and current issues related to their chosen topic and population. 20%	Student objectively explained the historical & current issues related to their chosen topic & population.	Student objectively explained the current issues related to their chosen topic & population but did not include information about the background issues.	Student objectively explained the historical issues related to their chosen topic & population but did not include information about the current issues.	Student did not provide objective information about their chosen topic and/or population.
Students will use appropriate areas of health promotion to address issues related to their chosen topic & population. 20%	Student objectively connected the appropriate area(s) of health promotion to improving at least three issues identified in their paper.	Student objectively connected the appropriate area(s) of health promotion to improving at least two issues identified in their paper.	Student objectively connected the appropriate area(s) of health promotion to improving at least one issue identified in their paper.	Student did not connect issues with the appropriate area(s) of health promotion.
Students identify and analyze factors that influence real-world issues using the 5- level Ecological Model. 30%	Student clearly incorporated all 5 levels of the ecological model into their risk assessment paper.	Student clearly incorporated at least 4 levels of the ecological model into their risk assessment paper.	Student clearly incorporated at least 3 levels of the ecological model into their risk assessment paper.	Student did not clearly incorporate at least 3 levels of the ecological model into their risk assessment paper.
Students critically evaluate, interpret, and make inferences from primary data. 10%	Student clearly integrated at least two of their key informant interviews into the risk assessment paper to support/ counter the information from secondary sources.	Student clearly integrated at least one of their key informant interviews into the risk assessment paper to support/counter the information from secondary sources.	Student mentioned at least one of their key informant interviews but did not use the data to clearly support/counter the information from secondary sources.	Student did not mention their key informant interviews in the risk assessment paper.
Students critically evaluate, interpret, and make inferences from secondary data. 10%	Student clearly integrated objective information from both peer- reviewed and reliable sources to discuss their chosen topic and population.	Student clearly integrated objective information from peer-reviewed but no other reliable sources to discuss their chosen topic and population.	Student clearly integrated objective information from reliable sources but not peer- reviewed resources to discuss their chosen topic and population.	Student did not use peer-reviewed and/or reliable resources.
Students followed instructions regarding paper format/organization/APA format for references and in-text citations 10%	Made no more than 2 errors in paper format/organization AND made no more than 2 errors in APA format for all in-text citations and references.	Made no more than 4 errors in paper format/organization AND made no more than 4 errors in APA format for all in- text citations and references.	Made no more than 6 errors in paper format/organization AND made no more than 6 errors in APA format for all in-text citations and references.	Made more than 6 errors in paper format/organization OR made more than 6 errors in APA format for all in-text citations and references.

(Adapted from: USC General Studies: Social/Behavioral Sciences Rubric)

Submissions for the next academic year accepted through November 1.

Table #2	Course Outcome Information
Course Outcome:	Apply knowledge of the Ecological Model, cultural competency, and research to improve/meet the needs of their chosen issue.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Logic Model Activity Based on their Risk Assessment paper, students will develop a Logic Model for improving/managing the identified needs. Students will explain how the Activities portion of the Logic Model can be adapted to meet unique needs of at least two populations.
Satisfactory Performance Standard (based on rubric):	70% of the students will score 70% or higher on the assignment
Ideal Target (based on rubric):	80% of the students will score 70% or higher on the assignment
Implementation Plan (timeline):	Every semester
Key/Responsible Personnel:	Program Faculty (Janie Leary and Andrea Haney)
Supporting Attachments: These attachments are to be placed immediately after the associated Table #2 in the proposal.	<i>Attachment 1:</i> Sample assignment instructions <i>Attachment 2:</i> Sample rubric <i>Attachment 3:</i> Type here to enter description.

Logic Model Assignment

Use information you gathered for your risk assessment paper for this assignment.
Develop a logic model to address each level of the Ecological Model discussed in your paper.

Keep the following in mind when completing the Logic Model:

- All outcomes must be written as SMART Goals.
- Develop at least one activity for each level of the ecological model.
- Complete the Assumptions and External Factors boxes. Make sure to include at least one assumption and one external factor for each level of the ecological model.

After completing the logic model for your target population, complete the following tasks.

- Identify a new target population
 - For example, your risk assessment targets caregivers of dementia patients in rural communities. The second population could be urban caregivers of patients of a stroke or other challenge that requires a caregiver. If your topic is related to reducing recidivism in adult offenders, your new population could be reducing recidivism in teenage offenders.
- Research the cultural differences between your two populations.
 - Remember, culture is much more than language, religion, or race.
 - Think about how people seek out support and resources that are unique to their cultures and how they may cross cultural “boundaries”.
 - Refer back to our class discussions and your reading materials if you need additional ideas.
- Describe how you would adapt each of your program activities to meet the unique needs of the new target population. If the activity does not need to be adapted, provide evidence supporting the current activity in the new population.
 - Format this section as follows:
 - Activity 1:
 - Adaption for Activity 1
 - Reasoning for this adaptation: (simply stating something similar to, “the adaptation is necessary to meet the new population’s needs” is not acceptable.
 - Demonstrate that you have critically thought about both populations and explain what is necessary to attract them to the activity, encourage them to complete the activity, increase likelihood of the continuing their new behavior/skill after completing the activity, etc.
 - Continue this format for each of the activities from your logic model

Inputs

Activities **Outputs**

Short **Outcomes** *Long*
Medium

Assumptions

External Factors

Logic Model Rubric

Criteria	OUTSTANDING 90-100%	EFFECTIVE 75-89%	ADEQUATE 60-74%	INEFFECTIVE Less than 60%
Wording of Outcomes - 20%	All outcomes are written as SMART Goals.	Most outcomes are written as SMART Goals.	Some outcomes are written as SMART Goals.	Outcomes are not written as SMART Goals.
Outcomes & the Ecological Model - 20%	All 5 levels of the ecological model have one short-term outcome, one medium-term outcome, and one long-term outcome.	At least 4 levels of the ecological model have one short-term outcome, one medium-term outcome, and one long-term outcome.	At least 3 levels of the ecological model have one short-term outcome, one medium-term outcome, and one long-term outcome.	Fewer than 3 levels of the ecological model have one short-term outcome, one medium-term outcome, and one long-term outcome.
Identified activities - 20%	All 5 levels of the ecological model have at least one activity targeting that level.	At least 4 levels of the ecological model have at least one activity targeting that level.	At least 3 levels of the ecological model have at least one activity targeting that level.	Fewer than 3 levels of the ecological model have at least one activity targeting that level.
Logic Model Inputs - 10%	Inputs are comprehensive and organized based on the activity in which they will be used.	Inputs are comprehensive but are not clearly connected with specific activities.	Inputs are listed but the list is not comprehensive Inputs are listed but the list is not comprehensive.	Did not provide inputs.
Logic Model Assumptions & External Factors - 5%	At least 3 logical assumptions and external factors are discussed.	At least 2 logical assumptions and external factors are discussed.	At least 1 logical assumption and external factor are discussed.	Assumptions and/or External Factors are not discussed.
Adaptation for a new population - 25%	Clearly explains the complexity of adapting activities for another population and provides examples of appropriate adaptations.	Clearly explains the complexity of adapting activities for another population but does not provide appropriate adaptations.	Briefly mentioned the complexity of adapting activities for another population and does not provide appropriate adaptations.	Does not explain the complexity of adapting activities and does not provide examples of appropriate adaptations.