

INSTRUCTOR'S MANUAL AND TEST BANK

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GEORGIA SOUTHERN UNIVERSITY

Planning, Implementing, and Evaluating Health Promotion Programs

A Primer

SIXTH EDITION

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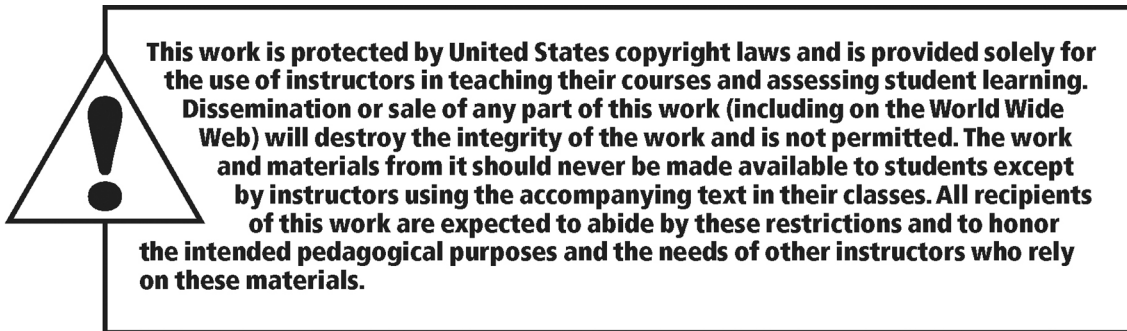
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Introduction

This Instructor Manual for *Planning, Implementing, and Evaluating Health Promotion Programs*, 6th ed. was developed to make teaching a health promotions class easier. An extended assignment, with an accompanying grading rubric, has been created for each chapter. Each assignment will assist students to plan, implement, and evaluate a health promotion program. The assignment can be used to accompany the chapters in the textbook or as a larger project. This Instructor Manual also includes grading rubrics for each component of a final evaluation report.

CHAPTER

1

Health Education, Health Promotion, Health Education Specialists, and Program Planning

EXTENDED ASSIGNMENT

Personal Health Interest Reflection

Health Education and Promotion typically come from professionals (i.e., Health Education Specialists) who are passionate about what they do and the potential impact they could make on someone's life. During this course, you will be asked to select a health topic and plan a program for it. But before you begin this journey, you need to describe what you are passionate about.

Please write a brief 1- to 2-page summary of 1-3 health topics you find interesting and why. Also, tell the reader what you hope to achieve in this course and how it might help you in the future. This reflection paper will be the only paper that you will write in first person and for which source notes are optional and not required.

GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
Topic	(5 points) It was not clear whether the student found her/his topic interesting.	(.75 point) Presented 1 to 3 topics of interest.	(1 point) Clearly and concisely presented 1 to 3 topics of interest.
Personal Connection	(2 points) Missed the connection between the importance of the topics and why the student is interested in the topic.	(3 points) A description of why the topic was important, but little evidence of why the student feels passionately about the topic.	(4 points) A clear description of why each topic is of personal interest to the student; the writing demonstrated a thorough personal exam of the student's convictions.

(Continued)

GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
Future Goals	(1.5 points) Goals unrealistic or not related to the course.	(2.5 points) Missing immediate or future goal.	(3 points) An insight to what the student hopes to learn or gain from investigating the topic, and how that may help the student in the future.
Audience Awareness	(1 point) More than 4 errors in grammar and spelling.	(1.5 points) 1 to 3 errors in spelling and grammar.	(2 points) No errors in grammar or spelling.
Out of 10 points:			

CHAPTER

2

Starting the Planning Process

EXTENDED ASSIGNMENT

Annotated Bibliography

Please choose a health topic that interests you and that you might operate as a health promotional program in the future or as part of this class. Using the Internet, find sources and review the current literature on this topic. Find 25 sources that are relevant to your topic—the majority (20 sources) should be from peer-reviewed journals.

Some guiding questions to help your Internet search:

- How significant is this health condition?
- What causes this condition?
- What is this health condition linked to (genetic, behavior or environment)?
- Who is more affected by this health issue?
- What is currently being done to address this condition nationally, statewide, and locally?
- What health education programs are being done with the health condition topic?
- What innovative ways are researchers addressing your health issues?

The annotated bibliography should be prepared using APA (American Psychological Association) format and include a brief summary paragraph about each source below its entry, as shown in the examples below.

Example Annotated Bibliography Entries

Adams, T., Moore, M., & Dye, J. (2007). The relationship between physical activity and mental health in a national sample of college females. *Women & Health*, 45(1), 69-85. Retrieved from EBSCOhost.

- This study analyzed the effects of physical activity on the mental health of college females. 22,073 females participated where depression, anxiety, suicidal ideation, and perceived health were the defendant variables and two bouts of weekly exercise were the independent variables. Exercise was shown to endorse a positive perceived health and alleviate feelings of depression. This article is important because depression and self-esteem issues in college-aged females is a prevalent issue and needs more attention. This population is sometimes forgotten about and the mental health of these students is very important.

Justine, M., & Hamid, T. (2010). A multicomponent exercise program for institutionalized older adults: effects on depression and quality of life. *Journal of Gerontological Nursing*, 36(10), 32-41. doi: 10.3928/00989134-20100330-09

- This study is different because it used exercise as a treatment for depression in institutionalized older adults. The study took place in a shelter home in Malaysia where 23 volunteers over the age of 60 performed 60 minutes of exercise three times a week for 12 weeks. The control was 20 sedentary older adults. At the end of 12 weeks, the physically active older adults reported an improvement in quality of life. This study is also important to include because it examines the relationship between exercise and depression in a country other than the United States.

GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
Quantity of Work	(1 point) Less than 19 sources used or more than 5 non-peer-reviewed journals used.	(1.5 points) 20–24 appropriate sources with less than 5 non-peer-reviewed sources.	(2 points) At least 25 appropriate sources were used with less than 5 non-peer reviewed.
Currency The timeliness of the information.	(1 point) Less than 50% of the sources had currency described.	(1.5 points) <i>Inconsistently</i> answered the following questions about the currency of each source.	(2 points) Able to <i>consistently</i> answer the following questions about the currency of each source: <ul style="list-style-type: none"> • When was the information published or posted? • Has the information been revised or updated? • Is the information current or out-of-date for the topic? • Is the source URL functional?
Relevance The importance of the information for your needs.	(1 point) Less than 50% of the sources had the relevance described.	(1.5 points) <i>Inconsistently</i> answered the following questions about the relevance of each source.	(2 points) Able to <i>consistently</i> answer the following questions about the relevance of each source: <ul style="list-style-type: none"> • Does the information relate to your topic or answer your question? • Who is the intended audience? • Is the information at an appropriate level (i.e., not too elementary or advanced for your needs)? • Have you looked at a variety of sources before determining this is one you will use? • Would you consider using this source for a research paper?

(Continued)

GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
<p>Authority The source of the information.</p>	<p>(1 point) Less than 50% of the sources had the authority described.</p>	<p>(1.5 points) <i>Inconsistently</i> answered the following questions about the authority of each source.</p>	<p>(2 points) Able to <i>consistently</i> answer the following questions about the authority of each source:</p> <ul style="list-style-type: none"> • Who is the author/publisher/source/sponsor? • Are the author’s credentials or organizational affiliations given? • What are the author’s qualifications to write on the topic? • Is there contact information, such as a publisher or email address? • Does the source URL reveal anything about the author or source (e.g., .com .edu .gov .org .net)?
<p>Accuracy The reliability, truthfulness, and correctness of the informational content.</p>	<p>(1 point) Less than 50% of the sources had the accuracy described.</p>	<p>(1.5 points) <i>Inconsistently</i> answered the following questions about the accuracy of each source.</p>	<p>(2 points) Able to <i>consistently</i> answer the following questions about the accuracy of each source:</p> <ul style="list-style-type: none"> • Where does the information come from? • Is the information supported by evidence? • Has the information been reviewed or refereed? • Can you verify any of the information in another source or from personal knowledge? • Does the language or tone seem biased and free of emotion? • Are there spelling, grammar, or other typographical errors?

(Continued)

GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
<p>Purpose The reason the information exists.</p>	<p>(1 point) Less than 50% of the sources had the purpose described.</p>	<p>(1.5 points) <i>Inconsistently</i> answered the following questions about the purpose of each source.</p>	<p>(2 points) Able to <i>consistently</i> answer the following questions about the purpose of each source:</p> <ul style="list-style-type: none"> • What is the purpose of the information? Inform? Teach? Sell? Entertain? Persuade? • Do the authors/sponsors make their intentions or purpose clear? • Is the information fact? Opinion? Propaganda? • Does the point of view appear objective and impartial? • Are there political, ideological, cultural, religious, institutional, or personal biases?
<p>Audience Awareness</p>	<p>(1.5 points) Multiple errors: 4+ errors in the APA formatting, personal references were used, and/or issues with grammar, spelling, and format.</p>	<p>(2.5 points) Minor errors: 1–2 errors in the APA formatting, formatting issues, language issues, and/or grammar and spelling problems.</p>	<p>(3 points) Clear understanding of the audience was demonstrated in the annotations. Appropriate language was used, with no personal references (I, we, my). APA style was used and document formatted for easy reading.</p>
<p>Out of 15 points:</p>			

CHAPTER

3

Models for Program Planning in Health Promotion

EXTENDED ASSIGNMENT

Literature Review

Develop a 3- to 5-page literature review on your topic. Ideally, you will create an annotated bibliography before beginning the writing process. The literature review serves as a rationale for your health promotion program project. It will need to convey the greater health concern link raised by your project and include national data when possible. For example, if you want to implement a physical activity program for children, you could link it to obesity, while also emphasizing childhood obesity rates. In addition, please highlight what, if any, programming has been done in the past. You should also mention if there is little or no research on your topic area. For example, there is little research on the physical activity of premature infants, which makes this a unique intervention model. In this case, you would need to establish the rationale in order to highlight the research that shows premature infants are more likely to become obese. You need the reader to understand why your topic is important and that your approach will work. Make sure the majority of your statements are supported by research; this shows the audience that you have thoroughly investigated the problem and potential solutions and are basing this on research and not your opinions or feelings.

Minimum requirement to submit: 3-5 pages of APA formatted material.

GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
Link to Bigger Health Issue	(3 points) Paper was not supported by appropriate sources; personal opinions throughout the paper; or no logical premises were established.	(4 points) Weak link to overriding health issue; causes not discussed; no link to target population; occasional personal opinion.	(6 points) Appropriate use of national, state, and/or local data; link to critical issues present; uncovered underlying issues/causes, special populations, or new research in the area.

(Continued)

GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
Previous Supporting Programs	(3 points) Able to bring in previous programming studies, but an unclear link to how it relates to potential program.	(4 points) Clearly highlighted 2 relevant programming studies that relate to the topic and potential populations; or had 3+ studies that were not clearly explained in context.	(6 points) Clearly highlighted at least 3 relevant programming studies that relate to the topic and/or potential populations.
Purpose Statement	(2 points) The purpose statement was misplaced in the paper; extended beyond 1 sentence, and/or not logical based on background materials.	(3 points) Although the purpose was the last sentence, it lacked logic based on the background given.	(4 points) The purpose statement was the final sentence of the paper, with clear and logical parameters of what and whom the program will address.
Development of Paper	(2 points) The paper jumped around and the ideas did not make sense.	(3 points) The paper, although logical, had abrupt jumps between ideas.	(4 points) The paper flowed from one idea to the next, appropriate transitions were used.
Audience Awareness	(2.5 points) More than 4 errors in grammar and spelling; used first person.	(3 points) 1–3 errors in spelling and grammar; old references; errors in APA format.	(5 points) No errors in grammar, spelling, or APA format; references current (no later than 5 years old).
Out of 25 points:			

CHAPTER

4

Assessing Needs

EXTENDED ASSIGNMENT

Creating a Needs Assessment

In this assignment, create a needs assessment outline that describes and documents the health status issue that your project will address and the target population it will serve. The purpose of the needs assessment is to help reviewers understand the community and/or organization (i.e., the population) that will be served by your proposed project.

The needs assessment document should describe the need for the project in the proposed locale and include baseline data on the prevalence and demographic characteristics of the targeted population as well as supporting racial/ethnic data. The document should provide a description of the prevalence of health indicators (e.g., overweight, obesity) in the proposed geographic area. It should describe the current availability of preventive health services that address the health issue in the targeted group. In addition, discuss any relevant barriers in the service area that your project hopes to overcome. You should also describe gaps in the current provision of services as well as gaps in knowledge and the capacity of health care providers and key public/private community agencies to adequately screen, routinely assess, effectively intervene, and/or coordinate their efforts within a comprehensive network of preventive health services.

Here is a suggested outline for your needs assessment. It should be between 3 and 5 pages in length.

- I. Health Status
 - a. Introduce the health issue
 - b. How does the health issue affect the target population?
- II. Community Description
 - a. Describe the setting, which might include national, state, local, or campus information depending on the program scope
- III. Needs Assessment
 - a. Qualitative assessment
 - b. Quantitative assessment
- IV. Community Link
 - a. What is currently being offered to the specific population?
 - b. Will the proposed program be complementary, competing, or new to the area?

GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
Health Status	(2 points) Did not include any national or state data.	(4 points) Included national or state data, but loosely linked to health status.	(5 points) Clearly included the national and state data relevant to the health status.
Community Description	(2 points) Attempt made to describe the population.	(4 points) Description present, but lacked key characteristics.	(5 points) Described the target population with key demographic statistics from appropriate sources.
Quantitative and Qualitative Assessment	(2 points) Biased comments present and/or needs assessment did not clearly indicate the need.	(4 points) Clearly described the needs assessment performed and gave a description of the need, but only gave narrow view of health problem (i.e., only interviewed stakeholders, not population representatives).	(5 points) Appropriate needs assessment performed; clearly describes how it was performed and; gave unbiased description of the population's needs using the appropriate qualitative measures.
Community Link	(2 points) Service gaps not described and/or the description of the purposed program is different.	(4 points) Explained community outlet; the link to these sources not described.	(5 points) Clearly described existing community services and service gap for health issue.
Audience Awareness	(2.5 points) More than 4 errors in grammar and spelling; used first person.	(3 points) 1–3 errors detected in spelling and grammar; old references or errors in APA format.	(5 points) No errors in grammar, spelling, or APA format; references current (no later than 2005 unless justified) and in APA format.
Out of 25 points:			