

**TEST BANK**



6e

Planning, Implementing & Evaluating

# Health Promotion Programs

*a primer*

James F. McKenzie • Brad L. Neiger • Rosemary Thackeray

# **INSTRUCTOR'S MANUAL AND TEST BANK**

**Bridget Melton**

GEORGIA SOUTHERN UNIVERSITY

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## **Planning, Implementing, and Evaluating Health Promotion Programs**

**A Primer**

SIXTH EDITION

**James F. McKenzie**

**Brad L. Neiger**

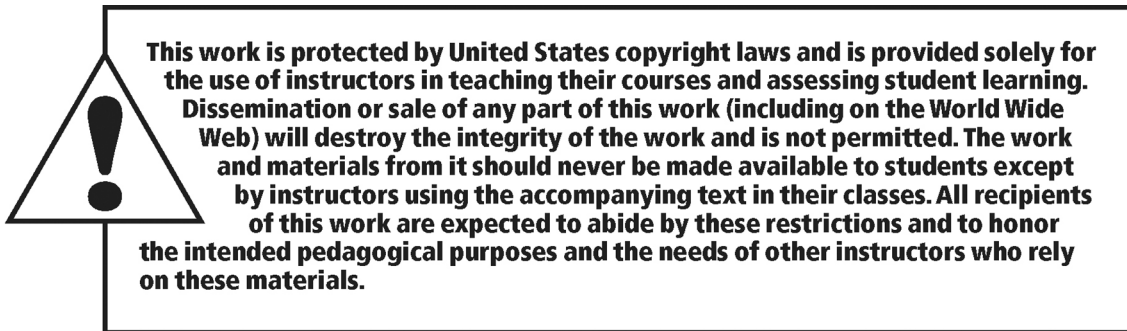
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# Introduction

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

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## 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
<b>Topic</b>	(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.
<b>Personal Connection</b>	(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
<b>Future Goals</b>	(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.
<b>Audience Awareness</b>	(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

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## 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
<b>Quantity of Work</b>	(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.
<b>Currency</b> The timeliness of the information.	(1 point) Less than 50% of the sources had <b>currency</b> described.	(1.5 points) <i>Inconsistently</i> answered the following questions about the <b>currency</b> of each source.	(2 points) Able to <i>consistently</i> answer the following questions about the <b>currency</b> of each source: <ul style="list-style-type: none"> <li>• When was the information published or posted?</li> <li>• Has the information been revised or updated?</li> <li>• Is the information current or out-of-date for the topic?</li> <li>• Is the source URL functional?</li> </ul>
<b>Relevance</b> The importance of the information for your needs.	(1 point) Less than 50% of the sources had the <b>relevance</b> described.	(1.5 points) <i>Inconsistently</i> answered the following questions about the <b>relevance</b> of each source.	(2 points) Able to <i>consistently</i> answer the following questions about the <b>relevance</b> of each source: <ul style="list-style-type: none"> <li>• Does the information relate to your topic or answer your question?</li> <li>• Who is the intended audience?</li> <li>• Is the information at an appropriate level (i.e., not too elementary or advanced for your needs)?</li> <li>• Have you looked at a variety of sources before determining this is one you will use?</li> <li>• Would you consider using this source for a research paper?</li> </ul>

(Continued)

## GRADING RUBRIC

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

(Continued)

## GRADING RUBRIC

Objectives/Criteria	Performance Indicators		
	Needs Improvement	Meets Expectations	Exceptional
<p><b>Purpose</b> The reason the information exists.</p>	<p>(1 point) Less than 50% of the sources had the <b>purpose</b> described.</p>	<p>(1.5 points) <i>Inconsistently</i> answered the following questions about the <b>purpose</b> of each source.</p>	<p>(2 points) Able to <i>consistently</i> answer the following questions about the <b>purpose</b> of each source:</p> <ul style="list-style-type: none"> <li>• What is the purpose of the information? Inform? Teach? Sell? Entertain? Persuade?</li> <li>• Do the authors/sponsors make their intentions or purpose clear?</li> <li>• Is the information fact? Opinion? Propaganda?</li> <li>• Does the point of view appear objective and impartial?</li> <li>• Are there political, ideological, cultural, religious, institutional, or personal biases?</li> </ul>
<p><b>Audience Awareness</b></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>			