



HEED 102

**Health Education:
Individual Health and Wellness**

Practical Nursing

Course Outline

January 10- February 26, 2018

**Revised: December 2017
Instructor: Arpan Sandhu**

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**HEALTH EDUCATION: INDIVIDUAL
HEALTH AND WELLNESS
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**HEALTH EDUCATION: INDIVIDUAL
HEALTH AND WELLNESS
COURSE OUTLINE**

CALENDAR STATEMENT

HEALTH EDUCATION: INDIVIDUAL HEALTH AND WELLNESS* Semester II

This course provides the necessary foundation of health and wellness, health behaviour, determinants of health, and health advocacy applied in health and human service professions courses.

Pre-requisites: None

Pre- or Co-requisite: None

COURSE HOURS

TOTAL HOURS: 45 **LECTURE: 45** **CREDITS: 3**

COURSE DESCRIPTION

This course is designed to offer an overview, within the context of the community and the Canadian health care system, of the physical, social, mental, environmental and spiritual aspects of personal health and wellness. Topics include nutrition, exercise, stress management, weight management, eating disorders, common health problems and their prevention and primary health care. This course includes an individualized analysis of personal health issues and physical fitness. Students will be expected to demonstrate knowledge of the concepts of health and wellness, describe their dimensions, and plan, implement and report on a specific wellness plan or project as it relates to their own life. This is a theory course, which is applied in nursing courses.

INSTRUCTOR INFORMATION

Instructor: Arpan Sandhu
Office: S109G
Phone (Office): (780) 791-8919
E-mail: arpanjit.sandhu@keyano.ca

GENERAL LEARNING OUTCOMES

Upon successful completion of this course, the learner will meet the following outcomes:

1. Describe the concepts of health and wellness, health promotion and disease prevention.
2. Apply concepts of health and wellness to self.
3. Identify the benefits of a healthy lifestyle.
4. Implement a personal wellness plan.
5. Identify the various public and private agencies active in promoting health within the community.
6. Identify the principles of primary health care.
7. Identify strategies to prevent common health disorders.
8. Discuss the aging process and the strategies that can be adapted to promote healthy aging.

Instructional Methods

- This course uses a variety of teaching/learning methods including: discussion, experiential exercises, learner presentations, role-plays, case studies, lectures, reflection, and group activities. These course activities provide the opportunity for learners to learn with and from others who are undergoing a similar learning experience.
- The course emphasizes pre-class preparation, participation in interactive classes, and post-class reflection and review. The learner is expected to take an active part in class discussions and take responsibility for his/her own learning. The instructor's role is to facilitate learning.

PRACTICAL NURSING PROGRAM POLICIES

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

LATE POLICY FOR ASSIGNMENTS

Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM

If you have a documented disability or you think that you would benefit from some assistance from a disabilities counselor, please call or visit the Counselling and Disability Services Office 780-791-8934 to book an appointment (located on the 2nd floor in CC260). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

OVERVIEW OF LEARNING EXPERIENCES

Students will work through the following 13 Units in the classroom:

- Unit 1:** Determinants of Health
 - Topic 1.1: Understanding Determinants of Health
 - Topic 1.2: Elements of Health Behaviour
- Unit 2:** Healthy Aging
- Unit 3:** Environmental Health
- Unit 4:** Stress Management and Psychosocial Health
- Unit 5:** Physical Activity
- Unit 6:** Managing Nutrition
- Unit 7:** Managing Weight
- Unit 8:** Relationships, Gender, Sexuality, and Fertility
- Unit 9:** Infectious and Major Diseases
- Unit 10:** Drugs, Tobacco, and Alcohol
- Unit 11:** Traditional and Contemporary Health-Care Approaches
- Unit 12:** Personal Safety
- Unit 13:** Spirit of Health and Wellness

OVERVIEW OF COURSE ASSESSMENT

To receive credit in Health Education: Individual Health and Wellness, the learner must complete all course requirements, which includes two assignments and a multiple choice final exam. Course credit will not be given if only parts of the course have been completed.

DISTRIBUTION OF MARKS

To receive credit in HEED 102 Health Education: Individual Health and Wellness, you will be required to complete two assignments and write a final exam.

Distribution of Marks

Assessment Method	Description	Value
Assignment 1	Scholarly paper – Biography of an Older Adult	30%
Assignment 2	Scholarly paper – Implementation and evaluation of a personal wellness plan to adopt one new healthy behaviour	30%
Final Exam Cumulative; multiple-choice questions	Demonstrate knowledge of course content	40%

Total 100%

Passing Level and Grading Scale

A student must achieve a minimum grade of C- or 60% to receive credit for HEED 102 Health Education: Individual Health and Wellness.

Students must complete all assignments and the examination to receive a final course grade. Students will not be allowed to rewrite the assignments or exam to raise their course grade.

Refer to the Keyano College Calendar for information regarding grading scale, supplemental exams, extensions, and other program standard practices.

Important Additional Information

Note to all students: It is the student's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.

COURSE ASSESSMENT

Assessment of your mastery of the content in this course will be determined through an analysis of your own community resources, a personal wellness plan and outcome evaluation, and a final cumulative exam.

Assignment 1 – Scholarly Paper: Biography of an Older Adult

Due date: Tuesday, January 23, 2018 by 0900 hrs

Following Unit 2: Healthy Aging complete this assignment. This assignment contributes **30%** towards your course grade.

In this assignment, you will have the opportunity to do the following:

- Build a therapeutic relationship with an older adult.
- Allows you to being to understand the older adult through the lived experience.

Assignment 2 – Scholarly Paper: Part I – Adopting a New Healthy Behaviour Part II – Evaluation of Adopting a New Healthy Behaviour

Due date: Thursday, February 16, 2018 by 0900 hrs

Following Unit 2, complete Part I of this assignment. Following Unit 10, complete Part II of this assignment. Submit each part of the assignment to your instructor/tutor by the specified date. This assignment contributes **30%** towards your course grade. Part I is worth 15% and Part II is worth 15%.

In this assignment, you will have the opportunity to do the following:

- Assess your health across the six dimensions of wellness.
- Apply a behaviour change process to develop a plan to adopt a new healthy behaviour.
- Evaluate the behaviour change process of adopting a new healthy behaviour.

Final Exam: Tuesday, February 26, 2018 at 0900 hrs

This is a cumulative multiple-choice exam that contributes **40%** toward your final course grade. It covers all course information from Unit 1 through Unit 13. Distance students must contact the program office to make arrangements to write the exam.

Assignment 1 – Scholarly Paper: Biography of an Older Adult

Due date: Tuesday, January 23, 2017 by 0900 hrs

Instructions

This assignment focuses on the older adult. Choose an adult 65 years or older. You may need to be completed this assignment over a period of time as you may need to build a relationship with the older adult. This assignment allows students to begin to understand the older adult through the lived experience.

- No abstract is required for Assignment 1.

This assignment is to be typewritten, double spaced, and no more than three to four pages, excluding a title page and reference list.

Submit the Marking Guides with your assignment. See Appendix B

Interview Questions:

- Describe and discuss your childhood, family and school life.
- What were your family dynamics when growing up?
- What was the most influential historical event or period of time you lived through? How did this impact or change you? What was your role during this?
- How has the younger generation changed compared to when you were younger?
- What is your perception of the younger generations?
- Any advice you would give to someone of the younger generation?
- What has been the biggest change or challenge in your life up to date?
- How would you describe your physical and emotional well being?
- Where do you live and with who? Why?
- What kind of activities do you do to stay healthy?
- Have you ever experienced any discrimination and/or negative attitudes towards them as an older adults? How? How did that make you feel?
- Do you have any plans for the future?

Reflective Practice (approximately 1- 1 ½ pages)

- What did you learn throughout this interview?
- What feelings were brought up for you during the interview?

- Discuss your verbal communication strengths and opportunities for growth.
- Do you feel they fit into Erikson's Theory of Psychosocial Development for old age?
- What impact has the older generation made on you and your future practice?

References

Ithaca College Gerontology Institute. (n.d.). Participation in Government: Interview of an older adult.

Lesson plans on again issues: Creative ways to meet social studies standards. Retrieved April 28, 2014, from

[http://www.ithaca.edu/gerontology/schools/pdf/Interview%20of%20an%20Older%20Adult.p](http://www.ithaca.edu/gerontology/schools/pdf/Interview%20of%20an%20Older%20Adult.pdf)

[d](http://www.ithaca.edu/gerontology/schools/pdf/Interview%20of%20an%20Older%20Adult.pdf)

Consent to Participate in a Interview

Purpose of the Interview

To fulfill requirements in certain courses in the School of Health, Wellness and Human Services at Keyano College, students must submit a Biography of an Older Adult to demonstrate learning. You have been asked to help this student by being a participant in his/her “demonstration of learning” project.

How the Interview Will Be Used

The confidential information provided will be submitted by the student to his/her instructional team for marking. The information will only be seen by the student and the instructional team for educational purposes. There will be no written names, only initials in the scholarly paper. The scholarly paper will not be used by Keyano College for any other purpose. All information will be shredded once this assignment has been graded by the instructional team.

Consent of the Participant

The student requires your consent to be interviewed for the “demonstration of learning” project. Please complete the following table and signature line to indicate your consent.

Date signed	
Student's name	
Course name	
Participant's relationship to student	
Location of interview	
Participant's name	

Please sign on the line below if you agree to be a participant in an interview of an older adult for the purpose and use noted above.

Signature of participant

Witness (Can be student)

Assignment 2 – Scholarly Paper: Part I – Adopting a New Healthy Behaviour Part II – Evaluation of Adopting a New Healthy Behaviour

Due date: Thursday, February 16, 2018 by 0900 hrs

Instructions

This assignment has two parts: Part I is the adoption of a new healthy behaviour, and Part II is the evaluation of this action. This assignment must be completed over a period of time because the process of adopting a new healthy behaviour must be put into action before it can be evaluated. Each part of this assignment is to be submitted to your instructor/tutor by the specified date.

Each scholarly paper for Part I and Part II is to be no more than 3–4 typewritten (word processed) pages following APA format. Refer to the marking guides for Part I and Part II at the end of this assignment. The page limit does not include the title page or the reference list.

- No abstract is required for Assignment 2, parts I and II.
- Use first person when referring to yourself.

Submit the Marking Guides with your assignment. See Appendix A

Part I: Adopting a New Healthy Behaviour

Step One: Personal Health Assessment

Conduct a personal health assessment across the six dimensions of wellness by performing the following tasks:

- Complete the Holistic Lifestyle Questionnaire by accessing the Testwell site on the Internet.
 - The access instructions for Testwell are included with your textbook on a separate insert card.
 - The questionnaire consists of 100 multiple-choice questions.
 - The questionnaire takes approximately 15 minutes to complete.
 - The results from this questionnaire are provided immediately after completing the questionnaire.

- The information from the results is needed for this assignment.
- Following completion of the questionnaire, use the instructions on the Testwell site to view the results of your personal health assessment in a bar graph format and itemized percentage scores. There are six dimensions of wellness, but from the results illustrated on the bar graph, ten categories appear. This is because some of the dimensions are further divided.
 - The physical dimension includes the physical, nutrition, and self-care categories.
 - The social dimension includes the social and environment categories.
 - The emotional dimension includes emotional awareness and emotional management categories.

Step Two: Selection of New Healthy Behaviour

View the Testwell analysis of your health across the six dimensions of wellness.

- Identify the dimension of wellness where you scored the lowest.
- Identify one new healthy behaviour that you wish to adopt that would improve your score within this dimension of wellness.
- Explain the reasons why you have selected the particular new healthy behaviour to adopt.
- Support your explanation by providing personal beliefs and evidence (rationale) from the literature.

Step Three: Discussion of Influencing and Disabling Factors

Identify all of the factors that influence your ability to attain the new healthy behaviour you wish to adopt.

- Predisposing factors
- Enabling factors
- Reinforcing factors

Identify all of the factors that could disable (interfere with) your ability to attain the new healthy behaviour you wish to adopt, and describe how you plan to manage these disabling factors.

Step Four: Creation of a Goal with Measurable Criteria

Create a goal statement that will allow you to determine the achievement of the goal in Part II. Include the following information in your goal statement:

- Behaviour change
- Measurable criteria
- Time frame

Here is an example of a goal statement that includes the above information. “I will lose 10 pounds in six weeks.” The behaviour change is losing weight, the 10 pounds is the measurable criteria, and six weeks is the time frame.

Step Five: Strategies to Support the Adoption of a New Healthy Behaviour

Include a minimum of two strategies that will support you in adopting the new healthy behaviour and assist you in achievement of your goal. Use the “Strategies for Change” guidelines from Chapter 1 in the textbook.

Part II: Evaluation of Adopting a New Healthy Behaviour

Step One: Summary of Adopting a New Healthy Behaviour

Provide a brief review of the following information from Part I:

- The new healthy behaviour identified
- The rationale for changing the selected healthy behaviour
- The goal statement created and the measurable criteria used
- The strategy used to support the process of adopting the new healthy behaviour

Step Two: Evaluation of Adopting a New Healthy Behaviour

Determine whether or not your plan was successful, measuring the goal based on the evaluation criteria you identified in Part I.

Evaluate the following:

- Identify whether your goal was met or unmet by examining the measurable evaluation criteria, and determine whether the goal was realistic.
- Identify the predisposing, enabling, and reinforcing factors discussed in Part I that contributed to the goal being met or unmet.
- Identify which strategies in your plan contributed to the goal being met or unmet.
- **If the goal was unmet**, provide insight into determining what could be done differently to achieve the goal.

Or

- **If the goal was met**, provide insight into actions required to maintain the behaviour change over a long period of time.
- Describe what it was like to live through the health behaviour change process.
- Relate the experience of adopting a new healthy behaviour to the importance of individual responsibility in maintaining health and wellness.

REQUIRED TEXTS

Required Textbooks and Resources

Hales, D., & Lauzon, L. (2010). *An invitation to health* (2nd Canadian ed.). Toronto: Nelson.
CENGAGE Internet site. Toronto: Nelson.

Required Internet Readings

You will be required to visit the following internet sites during this course. Directions to specific articles in these sites will be provided in the Learner Guide.

Boyd, D.R. (2006). *The air we breathe: An international comparison of air quality standards and guidelines*. Retrieved from www.davidsuzuki.org

Canada Safety Council. (n.d.). *Fall prevention (seniors): It's easy to make your home a safer place*. Retrieved from www.safety-council.org/index.html

Canadian Mental Health Association. (n.d.). *Men's mental illness: A silent crisis*. Retrieved from www.cmha.ca

Earth Day Network (n.d.). *The Earth Day Network footprint calculator*. Retrieved from www.earthday.net

Government of Alberta. (n.d.). *AMBER Alert Program*. Retrieved May 2, 2014, from https://www.solgps.alberta.ca/safe_communities/community_awareness/Pages/amber_alert.aspx

Public Health Agency of Canada. (n.d.). *Collaboration/partnerships*. Retrieved from www.phac-aspc.gc.ca

Public Health Agency of Canada. (n.d.). *Determinants of health*. Retrieved from www.phac-aspc.gc.ca

Public Health Agency of Canada. (n.d.) *Key determinants*. Retrieved from www.phac-aspc.gc.ca

**Appendix A
Health Education
Marking Guide for Assignment 1**

Assignment 1 – Scholarly Paper – Biography of an Older Adult

Key Content

Marking Guide

Points:	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
Introduction				
Identified age, gender, initials of client.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Assessment of personal appearance, gait, mobility aids, and affect.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/10</u>

Comments:

Discussion of Interview

Described in detail the older adult's childhood, family, and school life.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described the family dynamics of when the older adult was growing up.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Identified the most influential historical event or period of time the older adult lived through.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described how the older adult was impacted or changed by the event or time period. Described their role during this time.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described how the younger generation has changed compared to when they were younger and their perception of the younger generation.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described the biggest challenge or change in the older adults life up to date	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described the older adult's emotional and physical well-being.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described who the older adult lives with and why.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described if the older adult has ever experienced discrimination/negative attitudes towards them related to their age and how that made them feel.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described the older adult's future plans.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>

Comments:

/50

Key Content

Marking Guide

Points:	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
Reflection				
Described what you learned throughout the interview with an older adult.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described your emotional response to the older adult during the interview.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Discussed your verbal communication strengths and opportunities for growth with an older adult.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Identified whether the older adult fits into Erikson's Theory of Psychosocial Development for old age.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described the impact the older generation has made on you and your future practice.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/25</u>
Comments:				
Format				
Paper formatted as required—referenced correctly in APA format (see APA marking guide).	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/5</u>
Comments:				
Total				<u>/95</u>

Legend

- | | |
|--|--|
| 5 Excellent work, comprehensive information or analysis included, great attention to detail throughout | 1 – Minimal required information included, incomplete work |
| 3 Satisfactory work, most required information included at an adequate level | 0 – Required information not identifiable |

APA and Grammar – Marking Guide

Key Content	Marking Guide			
Points:	<u>1</u>	<u>0.5</u>	<u>0.25</u>	<u>0</u>
Title Page				
<p>Included header/running head and page number. Included in the upper half of the page: title of paper, student name, college name, course and section number, assignment name and number, instructor name (all centered), and date.</p>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Body of Paper				
<p>Paper organized – running head and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indented 5 spaces or 1 tab for new paragraphs, two spaces after a period, and correct font – Times New Roman, 12 pt. font.</p>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
References				
<p>Citations in body of paper followed APA 6th ed. format (if applicable)</p>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
<p>References on separate page, followed APA 6th ed. format (if applicable)</p>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Grammar and Spelling				
<p>Grammar appropriate and words spelled correctly (< 5 errors)</p>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Total:				<u>5</u>

Submit this Marking Guide with your assignment.

Appendix B
Health Education
Marking Guide for Assignment 2

Assignment 2 – Part I: Adopting a New Healthy Behaviour – Marking Guide

<u>Key Content</u>	<u>Marking Guide</u>			
<u>Points:</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
Personal Health Assessment and Selection of New Healthy Behaviour				
Analyzed the results from the Holistic Lifestyle Questionnaire and identified one new healthy behaviour to adopt.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Supported explanation for selecting adoption of new healthy behaviour by providing personal beliefs and evidence from the literature.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/10</u>

Comments:

Discussion of Influencing and Disabling Factors

Identified the predisposing, enabling, and reinforcing factors that influenced ability to attain the new healthy behaviour.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Identified the factors that could disable (interfere with) ability to attain the new healthy behaviour.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described how the disabling factors would be managed in order to attain the new healthy behaviour.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/15</u>

Comments:

Key Content

Marking Guide

Points:	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
Creation of a Goal with Measurable Criteria				
Created a goal statement that included the behaviour change, time frame, and measurable criteria.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Comments:				<u>/5</u>
Strategies to Support the Adoption of a New Healthy Behaviour				
Included a minimum of two strategies following the “Strategies for Change” as outlined in Chapter 1 of the textbook to support the adoption of a new healthy behaviour.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Comments:				<u>/5</u>
Format				
Paper formatted as required—referenced correctly in APA format (see APA marking guide).	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Comments:				<u>/5</u>
Total				<u>/40</u>

Legend

- | | |
|--|--|
| 5 – Excellent work, comprehensive information or analysis included, great attention to detail throughout | 1 – Minimal required information included, incomplete work |
| 3 – Satisfactory work, most required information included at an adequate level | 0 – Required information not identifiable |

Assignment 2 – Part II: Evaluation of Adopting a New Healthy Behaviour – Marking Guide

<u>Key Content</u>	<u>Marking Guide</u>			
<u>Points:</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
Summary of Adopting a New Healthy Behaviour				
Briefly reviewed the new healthy behaviour adopted and the rationale for changing the selected new healthy behaviour. Reviewed the goal statement and measuring criteria used, and the strategies used to support the adoption of the new healthy behaviour.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/5</u>
Comments:				
Evaluation of Adopting a New Healthy Behaviour				
Identified whether the goal was met or unmet based upon examination of the measurable criteria, and determined whether the goal was realistic.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Identified the predisposing, enabling, and reinforcing factors discussed in Part I that contributed to the goal being met or unmet.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Identified strategies in the plan that contributed to the goal being met or unmet.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
If the goal was unmet, provided insight into determining what could be done differently to achieve the goal.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Or If the goal was met, provided insight into actions required to maintain the behaviour change over a long period of time.				
Described what it was like to experience living through the health behaviour change process.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Related the experience of adopting a new healthy behaviour to the importance of individual responsibility in maintaining health and wellness.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/30</u>
Comments:				

Key Content

Marking Guide

	<u>Points:</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
Format					
Paper formatted as required—referenced correctly in APA format (see APA marking guide).	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>	
					/5
Comments:					
	Total				<u>/40</u>

Legend

- 5 – Excellent work, comprehensive information or analysis included, great attention to detail
- 3 – Satisfactory work, most required information included at an adequate level

- 1 – Minimal required information included, incomplete work
- 0 – Required information not identifiable