



**HEED/PN 102**

**Health Education:  
Individual Health and Wellness Practical Nursing**

Course Outline

January 12 – March 17, 2021

**Revised December 2020**

**Instructor: Shana Strickland**

Permission to use and revise this document has been given  
from NorQuest College to Keyano College, 2011

**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: Shana Strickland

Office: CC 187G

Phone (Office): 780 791-8941

E-mail: Shana.Strickland@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 postclass 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.

### **Online Course Information**

Due to the pandemic, COVID-19, this course will be delivered in an online format. Instructors will deliver course material by utilizing different platforms that best suits the course. Online resources may include Microsoft Teams, ZOOM, virtual simulation, Adobe Connect, or Voice-Over PowerPoint Presentations. Courses will remain interactive throughout the semester and may include video lectures, forum discussions and virtual group projects. Evaluation criteria will be listed in each course syllabus.

It is the responsibility of the student to ensure access to these resources and participate in course content fully. If technical difficulties arise it is the responsibility of the student to contact their instructor as soon as possible to inform them of such. Where possible instructors will seek mutual resolution in the best interests of the class as a whole.

### **Expectations of Students Writing On-Line Exams**

1. All exams and quizzes will be written online due to the COVID-19 pandemic.
2. If quizzes are written from a location and computer of their choice, these are **not** open book exams. The quiz is to have been studied for prior to the quiz or exam date and is to be completed independently: that is by oneself, not in collaboration with or in the company of another person or persons. No photos of quiz questions are to be taken via phones.

3. Midterm and Final exams will be invigilated by the instructor. The time and place can be found in the course syllabi. Students may be required to provide their own devices for these exams.
4. Students who are writing from a location and computer of their choice are responsible for discussing any computer/internet issues with the instructor at least two days prior to the exam date listed in the course timetable.
5. Once the quiz/exam has started, the student will submit their answers immediately prior to going on to the next question.
6. Time for all quizzes and exams will be strictly adhered to. For example if a quiz is 30 minutes, the quiz will be open for exactly 30 minutes.
7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of the quiz/exam questions in class will be done at the instructor's discretion.
8. If any problem arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. It is mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct.

### **USING LOCKDOWN BROWSER FOR ONLINE EXAMS**

This course requires the use of LockDown Browser for online exams. Watch this short video to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link:

<https://ilearn.keyano.ca/course/view.php?id=28874#section-7>

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF)

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test

LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### **E-Learning**

Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements for Fall 2020.

### **Internet Speed**

Minimum Internet speeds of 5 Mbps.

Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home).

Check your internet speed with [Fast.com](http://Fast.com).

### **System requirements:**

Microsoft Windows	Apple
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<p><b>Minimum Requirements:</b></p> <ul style="list-style-type: none"> <li>· A Windows 10 <b>computer/laptop</b></li> <li>· Minimum 4GB of RAM.</li> <li>· 10GB+ available hard drive storage.</li> <li>· Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees.</li> <li>· Microphone, webcam and speakers. A headset with a microphone is recommended.</li> <li>· System updates must be regularly installed.</li> <li>· Anti-Virus / Anti-Malware software</li> </ul>	<p><b>Minimum Requirements:</b></p> <ul style="list-style-type: none"> <li>· A Macintosh (V10.14 and above) <b>computer/laptop</b></li> <li>· Minimum 4GB of RAM.</li> <li>· 10GB+ available hard drive storage.</li> <li>· Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees.</li> <li>· Microphone, webcam and speakers. A headset with a microphone is recommended.</li> <li>· System updates must be regularly installed.</li> <li>· Anti-Virus / Anti-Malware software.</li> </ul>
<p><b>Recommended Requirements</b></p> <ul style="list-style-type: none"> <li>· 8GB of RAM</li> <li>· A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download</li> </ul>	<p><b>Recommended Requirements</b></p> <ul style="list-style-type: none"> <li>· 8GB of RAM</li> <li>· A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office</li> </ul>
<p>MS Office i K i l f f i K i l f f</p> <p>Chromebooks are <b>not</b> recommended as they are not compatible with testing lockdown browsers.</p> <p>A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.</p>	

**Specific department requirements:**

Business and OA programs require Windows 10.  
 Other programs may utilize Windows based tools as well.

**Computer Software**

Students will be able to get access to Microsoft Office 365 for Free using Keyano Credentials by [clicking here](#).

**Recording of lectures and Intellectual Property**

Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any platform. Thus no student is allowed to publish or sell instructor

notes without formal written permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property.

### **ITS Helpdesk**

If you are having issues with your student account, you can contact the ITS Helpdesk by emailing [its.helpdesk@keyano.ca](mailto:its.helpdesk@keyano.ca) or calling 780-791-4965.

## **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. As directed by your instructor, this assignment may be submitted via Dropbox on Moodle, and it will track submitted date. If the assignment is requested in a paper format, 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 780-7918934 to book an appointment (located on the 2<sup>nd</sup> 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 17 Chapters in the lectures:

- Chapter 1:** An Invitation to Health & Wellness
  - Topic 1.1: Understanding Determinants of Health
  - Topic 1.2: Elements of Health Behaviour
- Chapter 2:** Psychosocial Health
- Chapter 3:** Personal Stress Management
- Chapter 4:** Physical Activity
- Chapter 5:** Personal Nutrition
- Chapter 6:** Managing Your Weight
- Chapter 7:** Personal Relationships & Sexuality
- Chapter 8:** Birth Control Choices & Pregnancy
- Chapter 9:** Protecting Yourself from Infectious Diseases
- Chapter 10:** Lowering Your Risk of Major Diseases
- Chapter 11:** Drug Use, Misuse & Abuse
- Chapter 12:** Alcohol & Tobacco Use, Misuse & Abuse
- Chapter 13:** Traditional & Complementary Healthcare Approaches
- Chapter 14:** Staying Safe: Preventing Injury, Violence & Victimization
- Chapter 15:** Healthy Aging
- Chapter 16:** Working Towards a Healthy Environment
- Chapter 17:** The Spirit of Health & 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
<b>Assignment 1 (Part A &amp; B)</b>	Scholarly paper – Implementation and evaluation of a personal wellness plan to adopt one new healthy behaviour	<b>30%</b>
<b>Assignment 2</b>	Scholarly paper – Biography of an Older Adult	<b>30%</b>
<b>Final Exam</b> Cumulative; multiplechoice questions	Demonstrate knowledge of course content	<b>40%</b>

**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**

**Part A – Adopting a New Healthy Behaviour**

**Part B – Evaluation of Adopting a New Healthy Behaviour Due**

**dates: Part A –Tuesday, January 26, 2021 at noon**

**Part B – Tuesday, March 2, 2021 at noon**

Submit each part of the assignment to your instructor/tutor by the specified date. This assignment contributes **30%** towards your course grade. For Assignment 1 - Part A is worth 15% and Part B 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.

### **Assignment 2 – Scholarly Paper: Biography of an Older Adult Due date: Tuesday, February 9, 2021 at noon**

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.

### **Final Exam: TBA**

This is a cumulative multiple-choice exam that contributes **40%** toward your final course grade. It covers all course information from Chapters 1 through 17.

**Assignment 1 – Scholarly Paper:**  
**Part A – Adopting a New Healthy Behaviour**  
**Part B – Evaluation of Adopting a New Healthy Behaviour**

**Due date: Part A – Tuesday, January 26, 2021 at noon;**  
**- submit Testwell results by Thursday, Jan.14, 2021 at noon.**  
**Part B – Tuesday, March 2, 2021 at noon Instructions**

This assignment has two parts: Part A is the adoption of a new healthy behaviour, and Part B 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 A and Part B is to be no more than 3–4 typewritten pages following APA format. Refer to the marking guides for Part A and Part B 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 1, parts A and B.
- Use first person when referring to yourself.

*Submit the Marking Guides with your assignment. See Appendix A*

## **Part A: 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 questionnaire consists of several multiple-choice questions. ○ The questionnaire takes approximately 10 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.
- **Submit the results on Moodle Dropbox by Thursday, Jan.14/21 at noon.**
- 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 B: 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 A:

- 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.

## **Assignment 2 – Scholarly Paper: Biography of an Older Adult**

**Due date: Tuesday, February 9, 2021 at noon 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. It can be completed virtually or over phone call if the older adult doesn't live in your home during COVID Pandemic.

- 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 adult? 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 aging 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](#)



## 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.

<b>Date signed</b>	
<b>Student’s name</b>	
<b>Course name</b>	
<b>Participant’s relationship to student</b>	
<b>Location of interview</b>	
<b>Participant’s name</b>	

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

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Witness (Can be student)

## REQUIRED TEXTS

### Required Textbooks and Resources

Hales, D., & Lauzon, L. (2021). *An invitation to health* (6<sup>th</sup> Canadian ed.). Toronto: Nelson.

CENGAGE Internet site. Toronto: Nelson.

### Extra Internet Readings

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](http://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](http://www.safety-council.org/index.html)

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

Earth Day Network (n.d.). *The Earth Day Network footprint calculator*. Retrieved from [www.earthday.net](http://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](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](http://www.phac-aspc.gc.ca)

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

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

<b>Appendix A</b> <b>Health Education Marking Guide for Assignment 1</b>
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## Assignment 1 – Part A: 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>
<b>Personal Health Assessment and Selection of New Healthy Behaviour</b>				
Submitted and analyzed the results from the Holistic Lifestyle Questionnaire as instructed, and identified one new healthy behaviour to adopt.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</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>
				<b><u>/10</u></b>

**Comments:** \_\_\_\_\_

<b>Discussion of Influencing and Disabling Factors</b>				
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>	
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>
				<b><u>/15</u></b>

**Comments:** \_\_\_\_\_

<u>Key Content</u>	<u>Marking Guide</u>			
<u>Points:</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
<b>Creation of a Goal with Measurable Criteria</b>				
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>
<b>Comments:</b>				<u>/5</u>
<b>Strategies to Support the Adoption of a New Healthy Behaviour</b>		<u>Satisfactory</u>		
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>Minimal</u>	<u>None</u>
<b>Comments:</b>				<u>/5</u>
<b>Format</b>				
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>
<b>Comments:</b>				<u>/5</u>
<b>Total</b>				<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 throughout  
 0 – Required information not identifiable –

## Assignment 1 – Part B: Evaluation of Adopting a New Healthy Behavior – 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 Excellent Satisfactory Minimal None 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.

/5

### Comments:

### Evaluation of Adopting a New Healthy Behaviour

Identified whether the goal was met or unmet based on examination of the measurable criteria, and determined whether the goal was realistic. Excellent Satisfactory Minimal None upon

Identified the predisposing, enabling, and reinforcing factors discussed in Part I that contributed to the goal being met or unmet. Excellent Satisfactory Minimal None

Identified strategies in the plan that contributed to the goal being met or unmet. Excellent Satisfactory Minimal None goal

If the goal was unmet, provided insight into determining Excellent Satisfactory Minimal None what could be done differently to achieve the goal.

#### 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 Excellent Satisfactory Minimal None the health behaviour change process.

Related the experience of adopting a new healthy Excellent Satisfactory Minimal None behaviour to the importance of individual responsibility in maintaining health and wellness.

/30

# APA and Grammar – Marking Guide

Key Content	Marking Guide			
Points:	<u>1</u>	<u>0.5</u>	<u>0.25</u>	<u>0</u>
<b>Title Page</b>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
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.				
<b>Body of Paper</b>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
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.				
<b>References</b>	_____			
Citations in body of paper followed APA 6 <sup>th</sup> ed. format (if applicable)	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
References on separate page, followed APA 6th ed. format (if applicable)	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
<b>Grammar and Spelling</b>	_____			
Grammar appropriate and words spelled correctly (< 5 errors)	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
<b>Total:</b>				_____
<b><u>Total:</u> /40</b>				<u>/5</u>
_____				

<b>Appendix B</b> <b>Health Education Marking Guide for Assignment 2</b>
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**Assignment 2 – Scholarly Paper – Biography of an Older Adult**

<u>Key Content</u>	<u>Marking Guide</u>			
<u>Points:</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
<b>Introduction</b>				
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>
				<b><u>/10</u></b>
<b>Comments:</b>				

**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				
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>
	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>

/50

**Key Content**

**Marking Guide**

**Points:**

**5**

**3**

**1**

**0**

**Comments:**

**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>

**Comments:**

/25



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**Total** 85

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**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 throughout  
 0 – Required information not identifiable –

## APA and Grammar – Marking Guide

Key Content	Marking Guide				
	<u>Points:</u>	<u>1</u>	<u>0.5</u>	<u>0.25</u>	<u>0</u>
<b>Title Page</b>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>	
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.					
<b>Body of Paper</b>	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>	
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.					

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**References**

Citations in body of paper followed APA 6<sup>th</sup> ed. format (if applicable)      Excellent    Satisfactory    Minimal    None

References on separate page, followed APA 6th ed. format (if applicable)      Excellent    Satisfactory    Minimal    None

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**Grammar and Spelling**

Grammar appropriate and words spelled correctly (< 5 errors)      Excellent    Satisfactory    Minimal    None

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**Total:    /90**

**Total:**

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**/5**

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*Submit this Marking Guide with your assignment.*