

**George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism**

HEAL 110 B01 Personal Health
3 credit hours, Summer B 2020
Distance Learning
Duration: June 1, 2020 – July 25, 2020

Faculty

Name: Dr. Kelly Morgan
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Prerequisites/Corequisites

None

University Catalog Course Description

This course focuses on individual health improvement by studying mental/emotional well-being, fitness, nutrition, drug abuse prevention, consumerism, safety, and other topics.

Course Overview

The focus of this course is health for the 21st century. Through a variety of learning activities, students will be expected to master content in 10 content areas of personal health. Students will also be expected to apply strategies for change to improve personal health.

Delivery Method

This course will be delivered online using a format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **June 1, 2020**.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-andoperating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday at 11:59pm.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor and/or access to course materials at least once per week.
- Participation: Students are expected to actively engage in all course activities throughout the term, which includes viewing all course materials and completing course activities and assignments.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the term and should, therefore, budget their time accordingly. ***Late work will not be accepted based on individual technical issues.***
- Workload: Please be aware that this course is not self-paced. ***Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. ***No late work will be accepted, no exceptions. It is your responsibility to keep up in this course and to use the syllabus provided.***
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Meetings with the instructor will take place via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your*

words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

By the end of the course the students will be able to:

1. Recognize specific aspects and determinants of personal health;
2. Demonstrate knowledge in ten basic health areas:
 - a. Mental/emotional well-being;
 - b. Fitness;
 - c. Nutrition/weight management;
 - d. Family/social wellness;
 - e. Alcohol, tobacco and other substance abuse prevention;
 - f. Infectious/chronic disease control and prevention;
 - g. Consumerism and health care utilization;
 - h. Safety;
 - i. Human growth and development; and
 - j. Environmental conservation.
3. Identify ways they can improve their personal health;
4. Investigate the basic principles of the functioning of the human body as they relate to a person's health behavior choices and practices; and
5. Examine and discuss key facts, issues and problems related to personal health.

Professional Standards

Not Applicable

Required Texts

Hales, D. (2019). *An Invitation to Health: The Power of Now (18th edition)*. Belmont, CA: Wadsworth Cengage Learning. (ISBN 9781337392891)

*****GET THIS EDITION, AS IT DIFFERS GREATLY FROM PAST EDITIONS**

Articles and websites – found under Readings folder

Course Performance Evaluation

Students are expected to submit all assignment on time through Blackboard.

This course will be graded on a point system, with a total of 480 possible points.

- Chapter Quizzes—120 points total (10 points each)
- Assignments—100 points total (25 points each)
- Health Change Plan (HCP) parts 1-4 —160 points total (40 points per part)
- Final Exam—100 points

Assignments and Examinations

- Chapter Quizzes - The quizzes are designed to assist you in mastering the concepts in the readings and slides. These quizzes are due weekly, and they are open-book. Quizzes may only be taken once each, but they are not timed. This is a Performance-Based Assessment
- Assignments - You will have multiple assignments that will further your thinking about and application of the topics. The assignments will be listed on the assignment submission links.

The grading criteria for each assignment will be included in both locations. This is a Performance-Based Assessment

- **Health Change Plan** - The Health Change Plan assignment is your major project for the term. Many of the past students in this class have made big, exciting health changes through this project, so get excited about something you've wanted to do! The Health Change Plan is broken into 4 parts:
 - You will complete a health assessment to determine areas where change is most needed and desired and you will select your goal(s)
 - You will provide a progress report on your changes including any difficulties or needs for assistance or other resources
 - You will continue to execute your plan and for this assignment, you will report on your progress at this midway point
 - You will provide a second progress report on your changes, again including any challenges (current or ones you've overcome) and needs for help or resources
 - You will give a final report on your success and brag about your hard work and accomplishments
 - Further assignment details can be found on Blackboard under Assignments. This is a Performance-Based Assessment
- **Exam** - **Your exam is only on your Hales textbook chapter readings.** The exam is open-book and will consist of 100 multiple-choice questions. The exam may only be taken once each and it is timed.

Other Requirements - N/A

Grading - Your grades will be listed in the Grade Center on Blackboard. Often, when I grade your assignments, I will include comments that you can find in the Grade Center as well. Your grade will always be available to you.

Course performance evaluation by percentage

| | | | | | | | |
|----|--------|----|-------|----|-------|---|-------|
| A | 94-100 | B+ | 88-89 | C+ | 78-79 | D | 60-69 |
| A- | 90-93 | B | 84-87 | C | 74-77 | F | 0-59 |
| | | B- | 80-83 | C- | 70-73 | | |

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Faculty reserves the right to alter the course schedule as necessary, with notification to students.

| Week | Topics | Things That are Due |
|--------------|--|---|
| 1 – 6/1-6/7 | An Invitation to Health Psychological and Spiritual Well-Being | <p><i>FYI: All quizzes, assignments (but not HCPs), and final exam are open now</i></p> <p>Due Sunday, 6/7 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • The syllabus on the Syllabus and Documents tab - you will be held to the expectations on the syllabus • Chapter 1 + Chapter 1 slides (PowerPoints folder) • Chapter 2 + Chapter 2 slides • Seligman <i>Positive Psychology</i> (Readings folder) • Peterson, <i>What is Positive Psychology</i> (Readings folder) <p>Video:</p> <ul style="list-style-type: none"> • <i>How to be Happy! Positive Psychology in Action</i> (Videos folder) <p>Assignment:</p> <ul style="list-style-type: none"> • Week 1 Quiz Psychological and Spiritual Well-Being |
| 2 – 6/8-6/14 | Mental Health Stress Management | <p>Due Sunday, 6/14 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 3 + Chapter 3 slides • Suttie, <i>My Trouble with Mindfulness</i> • Video - <i>23 and ½ Hours</i> • Chapter 4 + Chapter 4 slides • ASC, <i>Stress Management</i> • Houghton, <i>Effective Stress Management</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 2 Quiz Mental Health • HCP Part 1 (Submit in Assignments folder) • Stress Management Techniques (submit in Assignments folder) |

| Week | Topics | Things That are Due |
|----------------------|---|--|
| 3 – 6/15- 6/21 | Social Health Personal Nutrition | <p>Due Sunday, 6/21 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 8 + Chapter 8 slides • Broman, <i>Social Relationships and Health-Related Behavior</i> • Video - <i>Think b4 u Post</i> • Chapter 5 + Chapter 5 slides • <i>My Plate on Campus Toolkit</i> • Video - <i>Basic Nutrition</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 3 Quiz Social Health • Week 3 Quiz Personal Nutrition • Food journal |
| 4 – 6/22- 6/28 | Weight Management Physical Activity and Fitness | <p>Due Sunday, 6/28 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 6 + Chapter 6 slides • Mayo Clinic, <i>Weight Loss Basics</i> • NIH, <i>Weight Loss and Nutrition Myths</i> • Video - <i>Nutrition and Weight Management</i> • Chapter 7 + Chapter 7 slides • <i>Physical Activity Guidelines for Americans</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 4 Quiz Weight Management • Week 4 Quiz Physical Activity and Fitness • HCP Part 2 |

| Week | Topics | Things That are Due |
|---------------------|---|--|
| 5 – 6/29- 7/5 | Sexual Health Reproductive Options Sexually Transmitted Infections Addictive Behaviors and Drugs | <p>Due Sunday, 7/5 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 9 + Chapter 9 slides • Chapter 10 + Chapters 10 slides • <i>Protecting Your Fertility</i> • <i>An Overview on Healthy Sexuality and Sexual Violence Prevention</i> • Chapters 11 + Chapter 11 slides • Chapter 15 + Chapters 15 slides • <i>Types of Addiction</i> • Video - <i>STIs: Facts and Fiction</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 5 Quiz Sexual Health & Reproductive Options • Week 5 Quiz Sexually Transmitted Infections & Addictive Behaviors and Drugs |
| 6 – 7/6- 7/12 | Alcohol Tobacco Major Diseases Infectious Illnesses | <p>Due Sunday, 7/12 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 16 + Chapter 16 slides • Chapter 17 + Chapter 17 slides • <i>Alcohol's Effects on the Body</i> • Video - <i>Tobacco: Risks, Laws & Habits</i> • Chapter 12 + Chapter 12 slides • Chapter 13 + Chapter 13 slides • Mayo Clinic, <i>Infectious Diseases</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 6 Quiz Alcohol & Tobacco • Week 6 Quiz Major Diseases & Infectious Illnesses • HCP Part 3 • Major Diseases |

| Week | Topics | Things That are Due |
|------------------------|---|--|
| 7 - 7/13- 7/19 | Consumer Health Personal Safety A Healthier Environment A Lifetime of Health | Due Sunday, 7/19 at 11:59pm: Reading: <ul style="list-style-type: none"> • Chapter 14 + Chapter 14 slides • Chapter 18 + Chapter 18 slides • <i>9 Great Health Articles Worth Reading Again</i> • Chapter 19 + Chapter 19 slides • Chapter 20 + Chapter 20 slides • WHO, Ambient Air Quality and Health • WHO, Drinking Water and Health Assignments: <ul style="list-style-type: none"> • Week 7 Quiz Consumer Health & Personal Safety • Week 7 Quiz A Healthier Environment & A Lifetime of Health • Environmental Health |
| 8 – 7/20- **7/25 | Finals Period | Due <u>Saturday</u>, 7/25 at 11:59pm: Assignments <ul style="list-style-type: none"> • HCP Part 4 – Final Report • Final Exam |

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
4. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu>).

5. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

1. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.
3. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
4. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

Rubrics

Major Disease

Rubric Detail

| Criteria | Levels of Achievement | | |
|---|--|--|---|
| | Novice | Competent | Proficient |
| <p>• Name and define the disease. Weight 20.00%</p> | <p>0 % Unsatisfactory level of response.</p> | <p>50 % Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 % Complete and thoughtful response to all question elements.</p> |
| <p>• Give a brief description of the symptoms Weight 20.00%</p> | <p>0 % Unsatisfactory level of response.</p> | <p>50 % Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 % Complete and thoughtful response to all question elements.</p> |
| <p>• Can this disease be treated? How? Can it be cured? Weight 20.00%</p> | <p>0 % Unsatisfactory level of response.</p> | <p>50 % Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 % Complete and thoughtful response to all question elements.</p> |
| <p>• How can one prevent this disease? Weight 40.00%</p> | <p>0 % Unsatisfactory level of response.</p> | <p>50 % Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 % Complete and thoughtful response to all question elements.</p> |

Food Journal

Rubric Detail

| Criteria | Levels of Achievement | | |
|---|--|---|---|
| | Novice | Competent | Proficient |
| <p>1. Did recording your food/drink change how you ate/drank? Weight 50.00%</p> | <p>0 % Unsatisfactory level of response.</p> | <p>50 % Mostly complete response to question. May be missing some elements or not be well thought</p> | <p>100 % Complete and thoughtful response to all question elements.</p> |
| <p>2. Did you notice any trends in your diet? Weight 50.00%</p> | <p>0 % Unsatisfactory level of response.</p> | <p>50 % Mostly complete response to question. May be missing some elements or not be well thought</p> | <p>100 % Complete and thoughtful response to all question elements.</p> |

Environmental Health

Rubric Detail

| Criteria | Levels of Achievement | | |
|--|---|---|--|
| | Novice | Competent | Proficient |
| <p>• How can you reduce your exposure to this threat?</p> <p>Weight 33.00%</p> | <p>0 %</p> <p>Unsatisfactory level of response.</p> | <p>50 %</p> <p>Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 %</p> <p>Complete and thoughtful response to all question elements.</p> |
| <p>• What do you feel is the biggest environmental threat to health? Why?</p> <p>Weight 34.00%</p> | <p>0 %</p> <p>Unsatisfactory level of response.</p> | <p>50 %</p> <p>Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 %</p> <p>Complete and thoughtful response to all question elements.</p> |
| <p>• How can the environment affect your health?</p> <p>Weight 33.00%</p> | <p>0 %</p> <p>Unsatisfactory level of response.</p> | <p>50 %</p> <p>Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 %</p> <p>Complete and thoughtful response to all question elements.</p> |

Stress Management Techniques

Rubric Detail

| Criteria | Levels of Achievement | | |
|--|---|---|--|
| | Novice | Competent | Proficient |
| <p>1. Which relaxation techniques did you try?</p> <p>Weight 20.00%</p> | <p>0 %</p> <p>Unsatisfactory level of response.</p> | <p>50 %</p> <p>Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 %</p> <p>Complete and thoughtful response to all question elements.</p> |
| <p>2. Which was your favorite relaxation technique? Why? Did this exercise help you to feel calmer/more relaxed? Is this relaxation method something you use or would use in your everyday life? During what situations would it be most helpful?</p> <p>Weight 20.00%</p> | <p>0 %</p> <p>Unsatisfactory level of response.</p> | <p>50 %</p> <p>Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 %</p> <p>Complete and thoughtful response to all question elements.</p> |
| <p>3. Did you find any of the techniques to be similar? How?</p> <p>Weight 20.00%</p> | <p>0 %</p> <p>Unsatisfactory level of response.</p> | <p>50 %</p> <p>Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 %</p> <p>Complete and thoughtful response to all question elements.</p> |
| <p>4. Which would best work for college students? Why? What stress relief resources does Mason provide for students?</p> <p>Weight 20.00%</p> | <p>0 %</p> <p>Unsatisfactory level of response.</p> | <p>50 %</p> <p>Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 %</p> <p>Complete and thoughtful response to all question elements.</p> |
| <p>5. Are there other relaxation techniques that could be added to this activity?</p> <p>Weight 20.00%</p> | <p>0 %</p> <p>Unsatisfactory level of response.</p> | <p>50 %</p> <p>Mostly complete response to question. May be missing some elements or not be well thought out.</p> | <p>100 %</p> <p>Complete and thoughtful response to all question elements.</p> |

HCP 1

Rubric Detail

| Criteria | Levels of Achievement | | |
|---|--|---|--|
| | Novice | Competent | Proficient |
| Complete the self-survey at the end of the textbook chapter that most relates to your change, and discuss the results | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |
| State the healthy behavior you would like to work on this semester to improve your personal health. Include the following along with your health behavior selection | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Concretely state your goal(s) for your health behavior change. You goal(s) must be "SMART" in nature | 0 Points Unsatisfactory level of response. | 7.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 15 Points Complete and thoughtful response to all question elements. |
| Determine how you will hold yourself accountable. | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |
| Provide the technical elements of your health change plan | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |

HCP 2

Rubric Detail

| Criteria | Levels of Achievement | | |
|--|--|---|--|
| | Novice | Competent | Proficient |
| Restate your goals and methods for tracking them | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |
| Show the data you have been collecting so far | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Compare your current results with your starting point | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Describe your challenges and successes | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Describe your needs for resources, information, or support | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |

HCP 3

Rubric Detail

| Criteria | Levels of Achievement | | |
|--|--|---|--|
| | Novice | Competent | Proficient |
| Restate your goals and methods for tracking them | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |
| Show the data you have been collecting during the semester | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Compare your midpoint results with your starting point | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |
| Explain what the results mean to you | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| List contributing factors to success (for you) | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |

HCP 4

Rubric Detail

| Criteria | Levels of Achievement | | |
|---|--|---|--|
| | Novice | Competent | Proficient |
| Restate your goals and methods for tracking them | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |
| Show the data you have been collecting so far | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Compare your current results with your starting point and your midpoint | 0 Points Unsatisfactory level of response. | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |
| Describe your challenges and successes | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Describe your needs for resources, information, or support | 0 Points Unsatisfactory level of response. | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |

HCP 5

Rubric Detail

| Criteria | Levels of Achievement | | |
|---|---|--|---|
| | Novice | Competent | Proficient |
| Restate your goals and methods for tracking them | 0 Points Unsatisfactory level of response | 1.25 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 2.5 Points Complete and thoughtful response to all question elements. |
| Show the data you have been collecting during the semester | 0 Points Unsatisfactory level of response | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Compare your end-of-semester results with your midpoint results and starting point | 0 Points Unsatisfactory level of response | 2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 5 Points Complete and thoughtful response to all question elements. |
| Explain what the results mean to you | 0 Points Unsatisfactory level of response | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Highlight which strategies for change were more effective | 0 Points Unsatisfactory level of response | 5 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 10 Points Complete and thoughtful response to all question elements. |
| Provide advice for anyone who would like to undertake a health change project like the one you just completed | 0 Points Unsatisfactory level of response | 1.25 Points Mostly complete response to question. May be missing some elements or not be well thought out. | 2.5 Points Complete and thoughtful response to all question elements. |