



NURS-FPX4060

u04a1 - Health Promotion Plan Presentation

Learner: Barbara , Onwona- Appiah

OVERALL COMMENTS

Hello Barbara,

Thank you for your submission but this educational session and goals was suppose to be related to the health promotion plan you identified in assessment 1. I think your plan was on smoking in teens so I am not sure how what you submitted is related, see tips below and resubmit. Please go look at the instructions and the grading rubric for this assessment.

Tips:

Start your presentation with the aspects of your plan, the order of your slides should be easy to follow for example:

- Slide 1-2 Discuss the identified problem – such as heart disease risk and use sources and cite them on your slide. Add citations on the slides
- Slide 3 Then discuss your patient or group, who is he and why did you choose him example “ Kenneth is a 44 year old black male with a history of HTN and smoking x 20 years. His BMI is 30 and he has poor eating habits and has a sedentary desk job.” Etc .tell me about him or describe your group. Tell why they need this intervention
- Slide 4-5. Describe the goals you agreed on in assessment 1, goals are specific and measurable for example “ By the end of the session he will be able to describe the risk factors of heart disease and smoking. The outcome would be something like “ At the end of the session he was able to verbalize the risk factors of heart disease and smoking.
- Slide 6-7. Describe/present the educational session, how long, what tools you used, did you give any handouts?
- Slide 7-8. Describe how the outcomes of each goals would be measured and how they fit in with the Healthy People 2020. Provide suggested revisions to better align your plan with HP 2020 goals.
- Slide 9-10 References, make sure to add APA citations on the slides and use bullet points on your slides not just pictures. The notes section is just to strengthen what is on the slides.

Dr. McAlester

RUBRICS

CRITERIA 1

Present a health promotion plan to a hypothetical individual or a group within a community.

COMPETENCY

Apply professional, scholarly communication strategies to lead health promotion and improve population health.

NON_PERFORMANCE:

Does not present a health promotion plan to a hypothetical individual or a group within a community.

BASIC:

Presents a health promotion plan to a hypothetical individual or a group with a community that lacks clear purpose, coherence, or focus, or is supported by slides that add little value to the presentation, exhibit poor design, are hard to read, or include distracting slide transitions, animations, or graphics.

PROFICIENT:

Presents a health promotion plan to a hypothetical individual or a group within a community. Slides enhance key points and adhere to visual design best practices, but no audio and/or speaker notes.

DISTINGUISHED:

Presents a professional, evidence-based, and engaging PowerPoint presentation. The plan is based on specific, identified health needs and goals, and is well supported by error-free slides that enhance key points and adhere to visual design best practices. The audio and speaker notes of the details of the educational session were clear and appropriate for the hypothetical audience.

Comments:

Good start but I noticed that you did not attach your health promotion plan for an individual or group within a community. In order to improve your designation in this criterion please refer to the assessment rubric so that all of the criteria are addressed. Keep up the hard work, you can do this!

CRITERIA 2

Evaluate educational session outcomes and the attainment of agreed-upon health goals in collaboration with hypothetical participants.

COMPETENCY

Integrate principles of social justice in community health interventions.

NON_PERFORMANCE:

Does not evaluate educational session outcomes and the attainment of agreed-upon health goals in collaboration with hypothetical participants.

BASIC:

Evaluates educational session outcomes and the attainment of health goals without collaborating with hypothetical participants.

PROFICIENT:

Evaluates educational session outcomes and the attainment of agreed-upon health goals in collaboration with hypothetical participants.

DISTINGUISHED:

Evaluates educational session outcomes and the attainment of agreed-upon health goals in collaboration with hypothetical participants. Clearly explains the need for revisions to future educational sessions.

Comments:

Good work and your hard work shows but I did not see this area of the scoring guide addressed in the assessment. In order to improve your designation in this criterion please refer to the assessment rubric so that all of the criteria are addressed. It is easy to miss a criterion at times. Keep up the hard work, you can do this!

CRITERIA 3

Evaluate educational session outcomes in terms of progress made toward Healthy People 2020 goals and leading health indicators.

COMPETENCY

Evaluate health policies, based on their ability to achieve desired outcomes.

NON_PERFORMANCE:

Does not evaluate educational session outcomes in terms of progress made toward Healthy People 2020 goals and leading health indicators.

BASIC:

Evaluates educational session outcomes unrelated to progress toward Healthy People 2020 goals and leading health indicators.

PROFICIENT:

Evaluates educational session outcomes in terms of progress made toward Healthy People 2020 goals and leading health indicators.

DISTINGUISHED:

Evaluates educational session outcomes in terms of progress made toward Healthy People 2020 goals and leading health indicators. Clearly explains the need for revisions to better align future sessions with Healthy People 2020 goals.

Comments:

Good start but I did not see this area of the scoring guide addressed in the assessment. In order to improve your designation in this criterion please refer to the assessment rubric so that all of the criteria are addressed. Please add explanation of how your session outcomes would make a difference in terms of progress toward meeting the Healthy People 2020 goals and leading health indicators. Also identify the need for revisions in your plan to better align future sessions with Healthy People 2020 goals. It is easy to miss a criterion at times. Keep up the hard work, you can do this!

Supplemental Feedback

SUPPLEMENTAL CRITERIA 1**Purpose**

Compose a text that articulates meaning relevant to the main topic, scope, and purpose of the prompt

BEGINNING: This text is unrelated to the assignment prompt.

DEVELOPING:

This text is related to the assignment prompt but does not demonstrate an understanding of the main topic, scope, and purpose.

SKILLED:

This text responds to the assignment prompt and appropriately addresses the main topic, scope, and purpose.

ADVANCED:

This text presents a focused response to the assignment prompt and demonstrates a thorough understanding of the main topic, scope, and purpose.

Comments:

SUPPLEMENTAL CRITERIA 2**Organization**

Develop text using organization, structure, and transitions that demonstrate understanding of relationship between main and subtopics

BEGINNING:

This text does not include a thesis statement and is organized inappropriately for the assignment.

DEVELOPING:

The thesis statement in this text is unclear and/or the text is presented in paragraphs with unclear main idea(s) and/or transitional phrases.

SKILLED:

This text includes a thesis statement and is organized into paragraphs, with clear main ideas and effective transitional phrases.

ADVANCED:

This text reflects a strong thesis statement. Additionally, this text is organized with skillful transitions into paragraphs with clear main ideas, sufficient evidence, analysis, and linking information.

Comments:

SUPPLEMENTAL CRITERIA 3**Evidence**

Integrate into text appropriate use of scholarly sources and evidence

BEGINNING: This text included plagiarized information.

DEVELOPING:

This text lacks synthesis of information from sources and/or the credibility of the sources is questionable, with many flaws in APA citation style.

SKILLED:

The included evidence was integrated and synthesized from outside sources, most of which are scholarly, with minimal flaws in APA citation style.

ADVANCED:

The evidence in this text was integrated and synthesized from credible, scholarly, and professionally sound sources, with minimal flaws in APA citation style.

Comments:

SUPPLEMENTAL CRITERIA 4**Tone**

Apply in text the standard writing conventions for the discipline, including structure, voice, person and tone

BEGINNING: Text uses language inappropriate for the intended audience.

DEVELOPING:

This text does not meet writing conventions for the discipline and lacks appropriate voice, person, and/or tone for the intended audience.

SKILLED:

This text meets writing conventions for the discipline and there were minimal issues in appropriate use of voice, person, or tone for the intended audience.

ADVANCED:

This text exhibits strict adherence to writing conventions for the discipline and uses appropriate voice, person, and tone for the intended audience.

Comments:

SUPPLEMENTAL CRITERIA 5**Sentence Structure**

Produce text with minimal grammar, usage, spelling, and mechanical errors

BEGINNING:

Text meaning is unclear due to errors in sentence structure, grammar, usage, word choice, spelling, or mechanics in 75% or more of text.

DEVELOPING:

Text meaning is interrupted due to sentence structure, grammar, usage, word choice, spelling, or mechanical errors in 25%-75% or more of text.

SKILLED:

Text conveys clear meaning with minimal issues in grammar, usage, word choice, spelling, or mechanical errors in 10%-25% of text.

ADVANCED:

Text complexity and concision conveys clear meaning, with grammar, usage, word choice, spelling, or mechanical errors in 10% or less of text.

Comments: