COURSE: WHP 402 (including rules governing substitute 400-level WHP courses) ongoing as of January 2014

COURSE TITLE: Senior Culminating Experience (SCE) (or substitute 400-level WHP courses)

COURSE CREDIT: 4 credits

SEMESTER/YEAR: Any senior semester after prerequisite completion

COURSE LOCATION: Selected, pre-approved practicum work sites or substitute coursework

TIME: Required contact hours if SCE to total 224

PROFESSOR/S: Stafford C. Rorke, D.Phil., FACSM, Program Director; plus, An approved supervising faculty member and/or site supervisor

OFFICE: 3146 Human Health Building

TELEPHONE: Office: (248) 364-8678

E-MAIL: rorke@oakland.edu

COURSE DESCRIPTION: The student will satisfactorily complete (“S” grade) a minimum of 224 hours of research or project work in wellness, health promotion, and injury prevention at an approved worksite, culminating in a written report. The student will meet course objectives related to application of knowledge acquired in general education and in core WHP courses. The student will submit a portfolio of all WHP coursework, successfully pass site supervisor evaluation, and have an exit interview with WHP faculty. However, students have the option to substitute a 400-level WHP course or other pre-approved 400-level course in lieu of WHP 402. See Appendix H below.

GPA AND PRE-REQUISITE COURSES: A minimum GPA of 3.2 is required for admission to WHP 402. All core WHP courses, including PSY 250, STA 225, plus WHP 401 and WHP 460; and program director permission is required for registration.

SUBSTITUTE COURSE RULES: Students have the option to substitute a 400-level WHP course in lieu of WHP 402. Skip the WHP 402 syllabus content and immediately go to Appendix H below for rules.

COURSE OBJECTIVES: Although no longer a formal General Education Capstone course, at the conclusion of the senior culminating experience the student will have:

1) Successfully applied knowledge and skills learned in the Oakland University general education courses such as writing and formal reasoning, in relation to the WHP core knowledge courses.

2) Successfully applied the four cross-cutting generic capacities that are cornerstones of the Oakland University General Education program, namely, critical thinking, social awareness, effective communications, and subject-specific information literacy.

3) Successfully conceived, designed, and conducted a research project after submission of an approved written proposal; met the expectations of the research/SCE agreement; and, submitted a final written report worthy of submission for publication. Alternately, successfully conceived, designed, delivered, and/or evaluated the outcome of an approved project after submission of an approved written proposal; met the expectations of the research/SCE agreement; and, submitted an acceptable final written administrative report.

4) Submitted an approved portfolio of all coursework completed in WHP.

5) Successfully met site supervisor evaluation criteria and submitted the completed final supervisor evaluation report; and, submitted a personal site evaluation.

6) Held an exit interview with WHP faculty.

TEXT: None specifically required. However, students will probably need to refer to a standard research methods text; and in addition, will need to do a review of pertinent literature related to the chosen project.
IMPORTANT TIMELINES AND DEADLINE DATES

Registration for the SCE course: To ensure appropriate planning and student accountability WHP majors must pay scrupulous attention to the following details. Registration for the SCE course is done once all documentation is in place (required documentation is outlined later in this document) by appointment time with the WHP Program Director, arranged in a timely manner via Email, telephonically, or in person, and must adhere to the following timelines:

Fall: Students wishing to register for fall must:
- Meet with a faculty supervisor by end February to discuss a tentative project.
- Provide a first draft of a written SCE proposal to the faculty supervisor by end March.
- Have a faculty supervisor-approved SCE proposal in place by the second Monday in April.
- Register by mid-April each year, or during the first week of the fall semester. All required syllabus Appendix A documentation must be in place (including supervising faculty-approved SCE proposals outlining how the project timelines will be met). No registrations will be done in December, June, July or August.

Winter: Students wishing to register for winter must:
- Meet with a faculty supervisor by end September to discuss a tentative project.
- Provide a first draft of a written SCE proposal to the faculty supervisor by end October.
- Have a faculty supervisor-approved SCE proposal in place by November 15.
- Register by mid-November each year, or during the first week of the winter semester. All required syllabus Appendix A documentation must be in place (including supervising faculty-approved SCE proposals outlining how the project timelines will be met). No registrations will be done in December, June, July or August.

Summer: Note that there is only a Summer 3 section, no Summer 1 or 2. Students wishing to register for summer must:
- Meet with a faculty supervisor by end February to discuss a tentative project.
- Provide a first draft of a written SCE proposal to the faculty supervisor by end March.
- Have a faculty supervisor-approved SCE proposal in place by the second Monday in April.
- Register by mid-April each year, or during the first week of the summer semester. All required syllabus Appendix A documentation must be in place (including supervising faculty-approved SCE proposals outlining how the project timelines will be met). No registrations will be done in December, June, July or August.

Note: It is possible to begin an SCE in one semester and register for the following semester – but only with the prior permission of the Program Director and upon prior provision of all Appendix A documentation and an approved SCE proposal.

Critical process and final grade deadline dates: Students should pay particular attention to faculty availability throughout the year and note that such availability may be limited in December, and is often significantly limited in the traditional vacation and research months of June, July and August. Students must consult regularly with the supervising faculty member and project process/planning should clearly take faculty availability into account. The following process deadline dates must be met:

Fall registration:
- Submission of ongoing draft chapters of SCE report: In consultation with supervising faculty member.
- Submission of complete draft of final SCE report to supervising faculty by no later than end October. There will be a one week turn-around period for supervising faculty to provide feedback.
• Submission of final SCE report to supervising faculty member by no later than the second Monday in November. No last-minute (tardy/late) report submissions will be entertained.
• Exit interview and grade finalization by appointment time arranged in a timely manner with WHP Program Director: Student to deliver final SCE report, all evaluation reports and Portfolio by end November, or in exceptional cases by the last day of fall classes. No exit interviews will be conducted in the exam week or later in December.

**Winter registration:**
• Submission of ongoing draft chapters of SCE report: In consultation with supervising faculty member.
• Submission of complete draft of final SCE report to supervising faculty by no later than end March. There will be a one week turn-around period for supervising faculty to provide feedback.
• Submission of final SCE report to supervising faculty member by no later than the second Monday in April. No last-minute (tardy/late) report submissions will be entertained.
• Exit interview and grade finalization: By appointment time arranged in a timely manner with WHP Program Director. Student to deliver final SCE report, all evaluation reports and Portfolio by the last day of winter classes. No exit interviews will be conducted in the exam week. Summer exit interview times are subject to Program Director availability and may be delegated to a senior full-time faculty member.

**Summer registration:**
Students should note that faculty availability is often significantly reduced in the summer vacation and research periods. Close liaison with the supervising faculty member is essential. Absolutely no last-minute draft/report submissions will be entertained.
• Submission of ongoing draft chapters of SCE report: In consultation with supervising faculty member.
• Submission of complete draft of final SCE report to supervising faculty by no later than end July. There will be a one week turn-around period for supervising faculty to provide feedback.
• Submission of final SCE report to supervising faculty member by no later than the second Monday in August. No last-minute (tardy/late) report submissions will be entertained.
• Exit interview and grade finalization: By appointment time arranged in a timely manner with WHP Program Director. Student to deliver final SCE report, all evaluation reports and Portfolio by the last day of Summer 3 classes; but preferably the first week of fall. No exit interviews will be conducted in the exam week. Summer exit interview times are subject to Program Director availability and may be delegated to a senior full-time WHP faculty member.

Students not providing all required documentation or meeting the above deadline dates will automatically be assigned P-grades and will then have to wait until the following semester to arrange a change of grade to an S-grade.

All supervising faculty have been requested to arrange project schedules to meet these deadlines.

**SPECIFIC REQUIREMENTS FOR COMPLETION OF THE SENIOR CULMINATING EXPERIENCE**

The philosophy behind the senior culminating experience (SCE) is that students will implement either undergraduate research, or a worksite project. The purpose is fourfold: to apply knowledge and skills learned in general education; refine written skills learned in the program; to design, implement and/or evaluate a WHP project, and to develop real-world WHP skills expected by employers. This enhances eventual employability. The research study, or project, must be documented either as a research study or in some other tangible form if a work project is undertaken (e.g. evidence of design of health promotion materials; video materials etc). The experience may be remunerated. However, in a situation where specific research or project work is contracted and paid for by an agency, a contract must be drawn up between the agency and the Oakland University Division of Grants and Contract Research. In such circumstances the student may
receive a scholarship grant for the work done. For any resultant publications students must adhere to procedures outlined later in this document – see Research Agreement, Publications and Copyright below.

It is preferable that a different worksite from WHP 401 be chosen for completion of the SCE, though this is not compulsory. Several months before intended registration per the deadline dates outlined above, the student must research and determine an area of interest (typically related to the chosen WHP focus), plus find a suitable agency/worksite for the SCE. The WHP program does not place students. It is a student responsibility to demonstrate initiative in determining a project and in finding an appropriate work site. The agency must be approached with a proposal for a research study, or defined project work.

**Registration documentation:** The student must consult with a chosen faculty advisor well in advance of the proposal submission. Once the student has a working framework for a project, in order to register for the course the student must provide the WHP program director with the following supporting documentation (submit Appendix A below):

a) Evidence that all WHP 401 requirements remain in force.

b) Completion of WHP 401; evidence of satisfactory progress in WHP 401; or a rationale for simultaneous registration.

c) An SCE project or research project proposal as detailed as that learned in WHP 350. For details of how to prepare such a proposal see the relevant WHP documentation, including the WHP Student Handbook, WHP Writing Guidelines, and specifically Appendix B below.

d) Community projects as an SCE: All such community projects must meet a threshold similar to that of a research SCE.

e) The proposal must conform to acceptable format and appropriate scientific writing in the health sciences (and for WHP); and, the requirements of the OU Division of Grants and Contract Research, where necessary.

f) For all SCEs include fully signed copies of the Research/Project/SCE Agreement – see Appendix G below.

**Important note:** Per the process and final grade deadlines dates outlined above, it is a student responsibility to maintain regular contact with the chosen/assigned faculty member or Program Director throughout the duration of the SCE. This is necessary to ensure that appropriate methodology is followed and that all SCE expectations are met. If unsure about process/expectations the student should ask. Failure to regularly consult with the supervising faculty member may result in delay of completion of the project, or failure.

**RESEARCH/PROJECT/SCE AGREEMENT, PUBLICATIONS AND COPYRIGHT**

Appendix G below clarifies the respective roles of student(s) and faculty mentor(s)/advisor(s) with respect to the research/project/SCE process, including publications and copyright. This document must be signed by both the student and faculty mentor(s) and submitted as part of the Appendix A documentation, together with the SCE proposal, as required for course registration. Students will not be permitted to register for WHP 402 without a signed copy of this document.

**EVALUATION OF THE SENIOR CULMINATING EXPERIENCE PROJECT**

The student will be evaluated as follows:

i. Demonstrating initiative in establishing an SCE project and the quality of the written proposal.

ii. The quality of the project/research, from conceptualization through implementation, plus the written report. For details on how to prepare the written report see Appendix B below.

iii. The student’s WHP portfolio journal. For details of Portfolio requirements see below.

iv. A site supervisor evaluation (see Appendix C).

v. Submission of student SCE site review documents and brief comment (see Appendix D).

vi. Completion of an exit interview with WHP faculty (see Appendix E). Dress code is business attire.

vii. Faculty supervisor completion of Appendix F for submission directly to the WHP Program Director.

viii. Collegiality with respect to the SCE process, including the publication process, if applicable.
EXPECTATIONS FOR THE STUDENT PORTFOLIO/JOURNAL:

Place a sample job application cover letter, copy of resume, all WHP course syllabi, a clean copy of any major project work undertaken for any WHP course, and a brief, self-reflection about each WHP course experience into the journal/portfolio (binder). Inclusion of other major program work (e.g. exercise science, psychology or human resources) is optional. Structure this binder in a professional manner. Note: This Portfolio binder is to be kept separate from the final research report and is returned to the student at the Exit Interview.

The purpose of the journal is to assist students to find work following graduation and/or to assist with application to graduate school (copies of syllabi). A well-documented record of coursework taken, together with samples of practical WHP applications, will demonstrate evidence of student knowledge, skills and abilities. The Oakland University Career Services Division provides useful resources for preparation of job application materials. See: http://www4.oakland.edu/?id=61&sid=68

SITE SUPERVISOR EVALUATION

A. Students will be evaluated by their SCE Site Director using the Evaluation of Student Performance form (see Appendix C). Note that this form may need to be completed by the faculty supervisor for on campus projects.
B. In the event that a student is experiencing problems during his/her affiliation, the student should first discuss this with the SCE Site Director. If the problems remain unresolved, the student should then discuss the issues with the WHP Program Director. The Program Director will then address the issues with the SCE Site Director.
C. Site visits may be made by the WHP program director to the SCE sites. Telephone or email contact between the WHP Program Director and the SCE Site Director may also be routinely initiated to check on the progress of students. Per the note above: The student must maintain regular contact with the responsible faculty member.

STUDENT EVALUATION OF SCE SITES

A. A student will formally evaluate the SCE site immediately prior to the completion of the affiliation using the SCE Site Evaluation form (Appendix D).
B. The Student evaluations may be shared with the SCE site following completion of the affiliation.

GRADING

Students receive either a satisfactory (S) or unsatisfactory grade for this course. An unsatisfactory grade requires a repeat of the SCE. An in-progress (P) grade will be assigned if the student has not completed the course at the end of the semester in which they first register. Students have a maximum of two years to complete the course and have the grade changed from P to S. It is a student responsibility to follow up and resolve P grades. Failure to resolve the P grade will result in the P grade automatically being changed by the Registrar to a permanent incomplete grade. Once the permanent incomplete grade occurs the student will have to re-register for the course and pay full course tuition at the tuition rates prevailing at that time; and, may have to repeat the experience if original internship documentation is no longer available.
APPENDIX A

WELLNESS, HEALTH PROMOTION, AND INJURY PREVENTION PROGRAM
FACULTY ADVISOR'S CHECK LIST FOR WHP 402

Note: Give this form to the WHP Program Director at the time of registration for the SCE (WHP 402)

STUDENT'S NAME: _________________________________ STUDENT G NUMBER: ______________

SEMESTER OF REGISTRATION: ___________________________

Before approval is given to begin an SCE the student should present evidence of:

- Prerequisite courses complete: All core courses (provide copy of a typed, completed core curriculum checklist) Line initialed by WHP Program Director.
- Full typed details of site, including contact details of supervisor (Name, address, telephone and Email on a separate sheet or within the Proposal)
- I certify that I am not an employee of the SCE agency. Student signature/date: ___
- Health Insurance coverage from WHP 401 remains in force (student to initial on the line)
- CPR Certification from WHP 401 remains in force (student to initial on the line)
- No significant change in health status since WHP 401 (student to initial on the line)
- Proposal attached (for Program Director review)
- Proposal approved (for WHP Program Director)
- Appendix G signed Research/Project/SCE Agreement attached

After completion of the SCE (section completed by Program Director)

- Duration (at least 224 hrs)
- Received site supervisor evaluation of student performance
- Received evaluation and brief report of SCE site from student
- Submission of acceptable SCE report by student
- Submission of complete and acceptable SCE report by student

Grading

- Faculty supervisor SCE grading rubric
- WHP Program Exit interview with faculty upon completion (for performance review, feedback, grade determination, and review of WHP program)
- Satisfactory completion of SCE and grade
APPENDIX B

GUIDELINES FOR PREPARATION OF THE WRITTEN PROPOSAL AND REPORT

Note: Students should draw on composite knowledge gained from all courses when preparing these documents. In particular the WHP 350 implementation course, the research methods course PSY 250, and the WHP 460 evaluation course is applicable. WHP writing policy guidelines must be followed and it is strongly recommended that the student consult a good research methods textbook for assistance with content. For examples, see suggested research methods texts below. Most professors have such textbooks available.

THE PROPOSAL

A proposal is an anticipated project plan. The written proposal must provide sufficient information to the supervising faculty member and WHP Program Director in order that a decision can be made about feasibility and approval of the project or research. The type of written proposal will vary slightly, depending on whether the SCE is a research based project or not. The proposal must conform to acceptable format and appropriate scientific writing in the health sciences (and for WHP), plus the requirements of the OU Division of Grants and Contract Research, where necessary. The proposal must provide:

i) A title appropriate to the study
ii) A description of the target agency/organization for the SCE, including the mission of the agency, nature of business, clients served, and the name of the person responsible for the research study/work project.
iii) An introduction that outlines the nature of the problem, purpose of the study, research hypothesis; scope/boundaries of the study – who, what, where, when?), anticipated limitations, and definition of any new terms. Note: Some of these sections are not necessary if the SCE project is not a research project.
iv) Methods: This section must outline the proposed methodology with sufficient detail about the who, what, where, when, why, how – including subjects, informed consent, testing, project design, implementation, timelines, approvals, retests if applicable, statistics, and any other relevant information.
v) An outline of the timelines that conform to semester deadlines must be provided.
vi) Anticipated outcomes i.e. expected results, discussion and conclusions.
vii) A budget, if necessary, in the case of contract research (note that Oakland University and the School of Health Sciences are not to be held accountable for any expenses incurred).
viii) Related References.
ix) Evidence that the agency agrees to the research/project (if applicable).
xi) The name and approval of the supervising faculty member.

IRB APPROVALS

If working with human subjects there may be a need to register the project with the Internal Review Board (IRB) at OU. The guidelines should be reviewed at: http://www2.oakland.edu/research/research2/compliance.cfm?mi=7&hi=3&ID=1
Note that not all research SCEs require IRB approval. Only in the case of potential publication do such SCE projects need to be submitted to IRB. (Discuss with faculty mentor). A proposed research project where there is no intention of publication, plus most community-based single event projects will not require IRB approval. IRB approval is absolutely essential if there is even the slightest possibility of publication of results, no matter the level of publication.
A student may not submit an application for IRB approval without first obtaining approval from the supervising faculty member, and nor without having first completed the required IRB training sessions. For the purposes of the IRB submission the supervising faculty member should be listed as the principle investigator and the student as co-investigator; and, in selected cases, the WHP Program Director is also a co-investigator. The WHP Program Director is not to be listed as principle investigator responsible for IRB correspondence unless also acting as the faculty supervisor.

**THE FINAL WRITTEN REPORT**

The type of written report will depend upon the nature of the SCE project. There are likely to be three types of reports: 1) An Administrative Report; 2) A Mini-research Report; or, 3) A Journal Article Research Report. Irrespective of which type of report WHP Writing Policy applies. The report is always written in scientific language and in past tense (except for the Proposal which is placed as an Appendix, or any other “real-time” document placed in the Appendices).

**An Administrative Report (this format may only be used for single event organization projects).**

If the project is the administrative record outlining documentary evidence of how an SCE event was conceptualized, planned, implemented and evaluated, the report will be likely contain considerably more documentation than either a mini-research report or research report written as a journal article. Depending on the nature of the project/event such a report will probably be the extent of a full binder and contain the following appropriately identified sections, among others:

i. A title page
ii. Contents page
iii. Copy of proposal placed as an Appendix.
iv. An appropriate introduction as outlined in the Proposal.
v. An appropriate review of related literature.
vi. Copies of all documentation, such as: planning spreadsheets, meeting notes, marketing/advertising, budgets, correspondence, entries, records, data sheets etc. placed as Appendices.
vii. A section providing a critical discussion and review of the event, leading to:
viii. Summary, conclusions and recommendations for a similar future event.
ix. Appropriate Appendices (iii and vi above).

**A Mini-Research Report (this format MUST be used for all intervention-based projects; alternate below)**

If the SCE is research based the final 15-20 page double spaced written report must be submitted either in the form of a research paper or journal article submission. If a mini-report the document must contain the following sections; plus, five critical Chapters, namely:

i. A title page (not numbered)
ii. Abstract
iii. Acknowledgements page (optional)
iv. Contents page
v. List of Tables page
vi. List of Figures page (The “Abstract” to “List of Figures” pages are numbered in Roman numerals. The first page of Chapter One is page number 1).

vii. Chapter One: Introduction [include a statement of the problem, purpose, hypothesis, scope/boundary of the study, limitations, and terminology].
viii. Chapter Two: Literature Review.
ix. Chapter Three: Methods (subjects, study/project design, measured variables, equipment, protocols, pilot testing, data analysis, as applicable). This section must be sufficiently detailed to enable someone to replicate the study.
x. Chapter Four: Results and Discussion (findings and interpretation of results). This Chapter must contain appropriate Tables and Figures or derived data, statistical analysis of results, and appropriate critical discussion related to the study purpose, hypothesis, methods and literature.

xi. Chapter Five: Conclusions and Recommendations.

xii. References

xiii. Appendices (include all documentation such as informed consent, data sheets, raw data Tables).

Note: Each Chapter must start on a new page.

Option for Journal Article Submission (this format is an alternate to the Mini-Research Report)

In cases of exceptional undergraduate research the student is encouraged to submit the written research report in the form of a journal article (or complete Poster layout in PowerPoint). If this option is chosen the expectation for the report is that the quality of work must approach that which is publishable or presentable at a scientific conference. Students intending to adopt this approach MUST work very closely with the supervising faculty member to ensure all expectations are met.

Typically, to prepare such a written report the submission requirements for a chosen journal must be followed. The faculty advisor will assist in the determination of an appropriate journal article format. The report in this instance is much shorter than a mini-research report, usually being in the region of 5-7 single spaced pages that only address the Abstract and five chapter sections vii to xi outlined above, plus References. In this instance it will be still be necessary to provide all supporting documentary evidence related to the study i.e. the materials that typically appear in the Appendices.

Note: When this option is chosen it is expected that an attempt will be made to publish the study findings. In such cases of publication it is customary that the student is first author, and all supervising and/or collaborating faculty are listed as co-authors, including the WHP Program Director.

Grant Funding and Presentation at Conferences

Exceptional students are encouraged to work with a WHP faculty member, the WHP Program Director and the School of Health Sciences to apply for appropriate undergraduate research awards. In addition, such students are encouraged to present their scholarly work at an appropriate academic or professional conference. Whenever possible, students will be assisted financially with such an endeavor.

SUGGESTED RESEARCH METHODS TEXTS


APPENDIX C

EVALUATION OF STUDENT SCE PERFORMANCE

This form is to be completed by the SCE Site Supervisor at the end of the SCE and submitted directly to:

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Name of Student_________________________________ Student G number ___________________________

Semester of Registration ______________ Faculty Advisor __________________________

SCE Site________________________________________

Supervisor Completing Evaluation________________________________________

Report Period_________ to_________ MO/DAY/YR to MO/DAY/YR

Please evaluate the student according to the following categories. Space is also provided for written comments. Please cite specific examples that might clarify poor performance.

** Circle the Appropriate Number**

KNOWLEDGE OF FIELD

1. Knowledge of basic sciences (Integrates prior knowledge of basic science concepts and principles in a manner that is logical and consistent with sound professional judgment).

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Comments__________________________________________

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2. **Clinical knowledge** (Demonstrates prerequisite clinical skills required for this SCE).

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3. **Appropriately designed and implemented a project or conducted research** (conceived, designed, and implemented the project).

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4. **Technical ability** (Possesses and demonstrates proficiency in skills necessary to perform all procedures required for this SCE).

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Comments


**PERSONAL QUALITIES**

1. **Acceptance of administrative responsibilities** (Maintains legible records, performs other routine administrative duties in a timely fashion).

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2. **Relations with clients** (Maintains professional rapport, protects confidentiality, communicates effectively).

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3. **Relations with SCE site staff** (Works efficiently with staff and uses their skills appropriately).

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4. **Professional attitude and demeanor** (Gains and holds respect of clients and colleagues alike - maintains positive attitude towards both learning new material and the delivery of services).

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Comments

5. **Response to constructive criticism** (Willingly accepts and applies corrective comments, admits mistakes and learns from them, doesn't repeat mistakes).

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<tr>
<td>Poor</td>
<td>Excellent</td>
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Comments

6. **Leadership capabilities** (Willingly accepts responsibility).

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<tr>
<td>Poor</td>
<td>Excellent</td>
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Comments
7. **Grooming and appearance** (Conforms with dress code, looks and presents him/herself in a professional manner at all times).

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<tr>
<td>Poor</td>
<td></td>
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<td>Excellent</td>
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Comments ________________________________________________________________

**OTHER**

1. **Progress during the project** (Progressed satisfactorily at a rate consistent with others at his/her level).

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<tr>
<td>Poor</td>
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<td>Excellent</td>
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Comments ________________________________________________________________

**OVERALL ASSESSMENT** (Taking everything into account)

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<th>5</th>
<th>N/A</th>
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**OVERALL COMMENTS**: (Please provide any other information that may not have been specifically asked for but is helpful in evaluating this student).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Supervisor's Signature: ________________________________________________

Date: ________________________________________________________________
APPENDIX D

SCE SITE EVALUATION

This form is to be completed by the student and submitted directly to:

Stafford C. Rorke, Ph.D., FACSM
DIRECTOR, WELLNESS, HEALTH PROMOTION, AND INJURY PREVENTION PROGRAM
SCHOOL OF HEALTH SCIENCES
OAKLAND UNIVERSITY
ROCHESTER, MICHIGAN 48309-4482

Student ___________________________ Student G number: ______________ Date:________

Faculty Advisor:_________________________________________________________

SCE Site:_______________________________________________________________

Semester of Enrollment in this course:_____________________________________

Please rate the statements below on a scale of 1 through 5, using the following criteria:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

1.____ I received an adequate orientation to the facility.
2.____ My supervisor possessed qualities I expected him/her to have as a health promotion professional and student project supervisor.
3.____ I was given an appropriate amount of supervision while conducting the project.
4.____ My objectives for this affiliation were met.
5.____ I felt expectations of me were at my level.
6.____ I was able to integrate the knowledge I gained in the classroom into the project environment.
7.____ My academic preparation was adequate.
8.____ I feel this was a valuable learning experience.
9.____ I would recommend that students use this facility again.

Please provide a brief written evaluation of this SCE site, including the things you liked most about the site, the things you liked least about the site, and how you feel the site could be improved.
APPENDIX E

ASSESSMENT FORM FOR WHP STUDENT EXIT INTERVIEWS DURING WHP 402

Student: ________________________________________________________________

Future contact address: ____________________________________________________

Contact telephone number: ________________________________________________

Email address: ____________________________________________________________

Committee Members: _______________________________________________________

Other O.U. Faculty (Dept); Outside O.U. (Institution): __________________________

To the student: Rank how well you think the WHP program prepared you for a career in wellness, health promotion and injury prevention by circling the appropriate number in the following categories on the next 2 pages. The scoring should be relative to your understanding of what skills you will need in the field of wellness, health promotion and injury prevention. Space is also provided for comments.

Knowledge and skills related to structure and function of the human body:

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
____________________________________________________________________________________

Knowledge and skills related to exercise testing and prescription:

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
____________________________________________________________________________________

Knowledge and skills related to wellness program coordination (needs assessment, program design, program implementation, program evaluation):

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
____________________________________________________________________________________
Knowledge and skills related to business (business planning, program policies and procedures, marketing, technology applications, budgeting, facility & equipment management):

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
_____________________________________________________________________________________

Knowledge and skills related to human resource/staff development skills (staffing, training, administration & leadership):

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
_____________________________________________________________________________________

Knowledge and skills related to general expectations in the wellness field (CPR/First Aid, work experience, internships):

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
_____________________________________________________________________________________

Knowledge and skills related to effective communications (writing, speaking):

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
_____________________________________________________________________________________

Knowledge and skills related to research (ability to critique, conduct, synthesize research):

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
_____________________________________________________________________________________

Knowledge and skills related to a well-rounded education:

1 2 3 4 5 6 7 NA
POOR EXCELLENT

Comments: ______________________________________________________________________________
_____________________________________________________________________________________
Overall knowledge and skills related to wellness, health promotion and injury prevention:

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>NA</th>
<th>EXCELLENT</th>
</tr>
</thead>
</table>

Comments: __________________________________________________________________________________________
______________________________________________________________________________________________

Intention upon graduation:

____ Have already found work. Specify: ________________________________

____ Seeking work. Specify area: ________________________________

____ Accepted to graduate school. Specify: ________________________________

____ Application to graduate school in-process. Specify field: ________________________________

____ Other: ________________________________

Please add any additional open-ended comments related to your experience in the WHP program, included constructive criticism and suggestions for program improvement:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

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APPENDIX F

WHP 402 SENIOR CULMINATING EXPERIENCE (SCE)

FACULTY SUPERVISOR GRADING RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>1 (very poor)</th>
<th>2 (poor)</th>
<th>3 (good)</th>
<th>4 (very good)</th>
<th>5 (excellent)</th>
</tr>
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<tbody>
<tr>
<td>Demonstrated initiative conceptualizing, planning and organizing the SCE project</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Attention to detail, quality and completeness of the written proposal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Met all process expectations, including, timelines, communication/consultation with SCE supervisor, attention to detail</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Understands the research process/method; and/or, understands the administrative process involved with project organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Met all expectations for the final written report (followed WHP writing policy, complete, quality)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrated development of generic workplace skills (per supervisor evaluation)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Presented self in a professional manner, showed respect for mentors and other peers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Meets all final capstone expectations (timely submission of supervisor and self reports; quality of Portfolio; exit survey)</td>
<td>1</td>
<td>2</td>
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</table>

COMMENTS:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
APPENDIX G

Wellness, Health Promotion, and Injury Prevention Program
Oakland University School of Health Sciences
Student-Faculty Research/Project/SCE Agreement

Student Name(s): __________________________________________________________

Faculty Advisor(s): ________________________________________________________

Project Title: _____________________________________________________________

As an individual(s) associated with the School of Health Sciences, I (we) agree to be the faculty mentor(s)/advisor(s) for the student(s) listed above. I (We) understand that responsibilities for this project include:

1. Being available to the student(s) for brainstorming of ideas, conceptualizing the scope of the research/project/SCE; and finalizing the research design, project/SCE design, discussion, questions, and suggestions as needed;
2. Assisting the student(s) in identifying relevant literature, previous publications, as well as surveys and tools used in similar studies/projects, as applicable;
3. Working with the student(s) in the development and formatting of intervention methods, data collection tools and procedures, including submissions to the Institutional Review Board for the protection of human subjects in this study, as applicable;
4. Providing feedback to the student(s) on rough and final drafts of all materials. Please allow a minimum of two weeks for review and return of each draft; and
5. Assisting the student(s) in the identification and preparation of conference posters, presentations, or manuscripts to be submitted to peer-reviewed journals;

As the faculty mentor(s)/advisor(s), I (we) will have full rights of co-authorship with the student(s). The student(s) and mentor(s)/advisor(s) will meet to determine the order of authorship and other specific issues related to any presentations/publications that may result from this work. In the event that this work has not been submitted for publication within one year of completion, the faculty advisor(s) has/have full rights of submission. Further work on this project after graduation may alter current agreed upon authorship roles.

The student(s) must provide the faculty member(s) with electronic files of materials associated with this research project, other project or SCE, including, but not limited to, raw data, processed data, statistics, proposal, final paper, final presentation, grant applications, IRB materials, consent/assent forms, all final tables and figures, and any digital images. This is to increase the likelihood that the work will be published.

___________________________________  _____________________________________
Student Signature / Date           Faculty Signature / Date

___________________________________  _____________________________________
Student Signature / Date           Faculty Signature / Date
APPENDIX H

WHP 402 COURSE SUBSTITUTION RULES AND RATIONALE STATEMENT

Background: The WHP curriculum now permits an option to substitute a course in lieu of (in place of) WHP 402, but this option needs to be clearly understood by WHP majors. An exceptionally strongly motivated rationale is needed to justify why eligible students have not chosen WHP 402. Doing research at the undergraduate level is an excellent dress rehearsal for graduate study. "Smart students" will not choose a course substitute. However, there are rules/expectations attached to this substitute option, as follows:

WHP 402/4XX choice: Students intending to continue to graduate school are strongly encouraged to take WHP 402 and not utilize the option for another 400-level WHP course, but to be permitted to WHP 402 the student must have a GPA of 3.2 or above. If the GPA is below 3.2 a substitute course must be offered.

Registration for a substitute course: Before registration for a substitute course, any 400-level WHP course chosen in lieu of WHP 402 must be pre-approved by the WHP program director. No retrospective approvals will be permitted unless there are special circumstances that warrant such approval. In order to obtain pre-approval, at the time of registration for the substitute course a minimum 2-3 page rationale (under WHP cover page format and conforming to WHP writing requirements, including in text-referencing and a reference list) must be submitted to the WHP program director outlining the reasons for choosing the substitute course in place of WHP 402. In exceptionally well-motivated cases a non-WHP course will be permitted to substitute for WHP 402.

Notes:

1. WHP 402 is a 4-credit course. Therefore, four 400-level credits must be offered in place of WHP 402 or two 2 credit courses. Two credits alone cannot be substituted for WHP 402.

2. Currently, the list of approved WHP substitute courses and non-WHP courses is as follows:

   - WHP 405 (2-4) – offered sporadically as special topics, usually as 2-credit hour courses
   - WHP 410(4) – not currently offered
   - WHP 420(4) – offered fall semesters on-line
   - WHP 431(4) – offered summer 2
   - WHP 493 – offered by student initiation/interest/need
   - HS 441(4) – but only for students who enter the WHP major after fall 2014 or who offer WHP 311(2) and EXS 103(2) in the core curriculum (HS 441 cannot be used in both the WHP core and Complementary Medicine focus)
   - HS 450(4)
   - EXS 403, 405, 406, 410, 415, 416, 425, 435, 445, 450, 470, 475, 483
   - Other 400-level courses when well justified by the student.

3. The substitution should not be considered as automatic nor a "soft option" because the academic standard for the rationale is very high and the rationale statement must meet the following criteria:
a) Be submitted in advance of starting any proposed substitute course. Failure to submit the rationale in advance of the chosen course may result in denial of any course offered as a substitute course.

b) Must be written according to WHP writing policy (including cover page, headings/main text, and reference list) and be e-mailed to the WHP program director as a Word attachment.

c) Meet the same standard as a research rationale. In other words, the statement must address in-depth the reason/s for not choosing WHP 402; the reason for choosing the course; how the course will benefit the student; how the course “fits” with the focus area; include in-text referenced research literature findings related to the course topic and how this fits with graduate student plans and/or the career goals of the student; how the course relates to the student GPA; among other reasons. A reference list is required. Exclusive focus on personal reasons without demonstrating evidence of research about the proposed substitute course/s will result in rejection of the rationale. A 2-3 page rationale requirement is the bare minimum - it is possible that the rationale statement will exceed 3 pages (excluding cover page and reference page).

d) If two 2-credit courses are chosen as substitute courses one rationale is written but separately defending the choice of both courses.

**WHP 402 EVALUATION EXPECTATIONS THAT STILL APPLY TO SUBSTITUTE COURSES**

The following evaluation expectations apply to all students offering a substitute course:

- An approved portfolio of all coursework completed in WHP must be presented at an exit interview. For expectations related to the portfolio and exit interview see the WHP 401 syllabus.