Assignment Instructions

For these assignments, you will *select a public health-related scenario from the Scenarios Table* below and submit a *1-page or more* description of the application of the theory studied in the lesson.

In general, these assignments should include the following:

1. your name
2. a brief description of the theory, including descriptions of and examples for each of its constructs (5 points)
3. a list of which constructs will be used in your health intervention and a justification for the choice of each construct (5 points)
4. a description of the health intervention (program) (5 points)
5. a description of how the intervention (program) is based on the theory, specifically the constructs chosen in part 2 of the assignment (5 points)
6. correct grammar and spelling (1 point)

Refer to [this rubric](https://byu.instructure.com/courses/27455/files/9790423/download?wrap=1)[Download this rubric](https://byu.instructure.com/courses/27455/files/9790423/download?download_frd=1)for examples and a detailed point breakdown.

Also, refer to [this document](https://byu.instructure.com/courses/27455/files/9790389/download?wrap=1)[Download this document](https://byu.instructure.com/courses/27455/files/9790389/download?download_frd=1)for a sample application assignment format. It will help you in organizing your application assignments.

*Note, however, that each lesson's assignment page has specific instructions that will provide more detailed instructions for that particular theory's application assignment.*

The application assignment should be prepared from the perspective of a professional working in the field of public health. To facilitate this, scenarios will include the following: (a) the behavior to change and (b) your fictitious professional role. For more details and guidance on these assignments, review the information in [Course Purpose and Overview](https://byu.instructure.com/courses/27455/pages/welcome-to-hlth-335-health-behavior-change), in section “Choosing which Theory or Model to Use.”

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Scenarios Table

| **Condition** | **Behavior** | **Your Role** |
| --- | --- | --- |
| Diabetes, type 2 (among children) | Increase physical activity. | Director of Gold Medal Schools Program at the Utah State Health Department |
| Colon cancer | Get a colonoscopy. | Cancer control and prevention director of a local health department |
| Trypanosomiasis (Chagas disease) | Spray insecticides. | Field officer for an NGO (non-governmental organization) in South America |
| Childhood obesity | Limit consumption of sugar-sweetened beverages. | Program director of a local non-profit organization |
| Melanoma (skin cancer) | Use sunscreen. | Cancer control and prevention director of a local health department |
| Sexually transmitted diseases | Use condoms. | Community outreach worker for a hospital in New York City |
| Hepatitis A | Use gloves during food preparation. | Environmental health inspector for a local health department |
| Breast cancer | Get a mammogram. | Cancer control and prevention director of a local health department |
| Pertussis (whooping cough) | Get vaccination. | Program director for a state health department |
| *Clostridium difficile* | Wash hands. | Environmental health director at a local health department |
| *Cryptosporidium* | Stay out of pool/keep children out of pool if experiencing symptoms including diarrhea. | Environmental health director at a local health department |
| Goiter | Consume iodine. | Worker at an NGO in Africa |
| Childhood lead poisoning | Wash children’s hands and toys. | Environmental health director for a state health departments |
| Spina bifida | Take multivitamins. | Social marketing director for the CDC (Center for Disease Control) |
| Stroke | Eat a healthy diet. | Social marketing director for the American Heart Association |
| Swine flu | Wear a mask. | Field officer for the Pan American Health Organization |
| Clean drinking water | Purify water. | Founder of an NGO in Africa |
| Tobacco use | Quit smoking. | Program director for a state health department |
| Alcohol use | Quit drinking. | Community outreach worker for a local hospital |
| Tuberculosis | Take antibiotic. | Public health worker along the United States–Mexico border |
| AIDS | Use a condom. | Field officer for the World Health Organization, located in Sub-Saharan Africa |
| Heart disease | Increase physical activity. | Employee for the American Heart Association |

Application Assignment Rubric

Total Points: 20

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| --- | --- | --- |
| **Section** | **Description** | **Point Breakdown** |
| Overall | Format your assignment with the section headings provided on this rubric. | **Formatting Points: 1**  -1 for no section headings  Points may also be deducted for egregious spelling or grammatical errors. |
| Section 1- Theory Definition and Construct Definitions with Examples | Define the theory and provide both a definition and example for each construct of the theory. | **Section Points: 6**  -1 for incorrect or missing theory definition  -1 for a missing construct  -1 if only one definition or example is incorrect/missing  -3 if all definitions OR all examples are incorrect/missing  -5 if all definitions and examples are incorrect/missing  Point deductions will vary based on proportion of definitions and examples that are incorrect or missing. |
| Section 2- Justification of Chosen Constructs | Select a few (2-4) of the constructs to use in your intervention. Justify why the constructs you chose are the best to use for your specific scenario. | **Section Points: 4**  -4 if construct examples are given instead of justification  -3 if constructs are listed but no justification is given  -2 if justification is generic and unrelated to health behavior  -1 for each incorrect understanding of a construct  -2 if only one construct is chosen |
| Section 3- Intervention | Choose a scenario from the “Scenarios Table” provided in the instructions, and describe an intervention based on that scenario. In this section there should be adequate clarity so that one could read the description and replicate the intervention in real-life. | **Section Points: 4**  -1 to -3 for vague description or lack of detail, depending on severity |
| Section 4- Theory Behind the Intervention | Explain how your intervention applied the constructs you selected in Section 2. | **Section Points: 5**  -1 per construct if constructs are inconsistent between sections 2 and 4  -1 for each incorrect construct application |