






SN-B84C43DAB1FF

# submission

-  My Files
-  My Files
-  University

## Document Details

Submission ID  
trn:oid:::28592:82745140

Submission Date  
Feb 20, 2025, 6:07 AM GMT+5:30

Download Date  
Feb 20, 2025, 6:08 AM GMT+5:30

File Name  
768565.docx

File Size  
22.6 KB

6 Pages

886 Words

6,224 Characters





# 1% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.




## Filtered from the Report

- Bibliography
- Quoted Text

## Match Groups

-  **1** Not Cited or Quoted 1%  
Matches with neither in-text citation nor quotation marks
-  **0** Missing Quotations 0%  
Matches that are still very similar to source material
-  **0** Missing Citation 0%  
Matches that have quotation marks, but no in-text citation
-  **0** Cited and Quoted 0%  
Matches with in-text citation present, but no quotation marks

## Top Sources

- 1%  Internet sources
- 0%  Publications
- 1%  Submitted works (Student Papers)

## Integrity Flags

### 0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

## Match Groups

- 1 Not Cited or Quoted 1%**  
 Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%**  
 Matches that are still very similar to source material
- 0 Missing Citation 0%**  
 Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**  
 Matches with in-text citation present, but no quotation marks

## Top Sources

- 1% Internet sources
- 0% Publications
- 1% Submitted works (Student Papers)

## Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1

Internet

www.coursehero.com 1%

## Community Support & Decision-Making Insights

1 Student's Name

Institutional Affiliation

Professor's Name

Course Name

Submission Date

## Community Support & Decision-Making Insights

### DQ1B

The proposal recommends community-based assistance for military children to tackle their experience of relocation together with stress. The section introduces both the importance of the topic along with existing knowledge about it. The “Military Kids” program of the Cohen Veterans Network uses tested methods to complete existing support systems (Cohen Veterans Network, 2023). The study relies on Bandura’s Social Learning Theory combined with Bronfenbrenner’s Ecological Systems Theory to evaluate how local community support can address the mental health needs of military children based on their environmental and social context.

### DQ2B

Through this initiative, the program designs a community-based support network that assists military children during their many school transfers. The stated program provides counseling alongside peer-group support together with mentorship assistance and school-based channels. It also seeks to complete family-based care with community resources. The program works to relieve stress among military children while building emotional strength to enhance school performance, social growth, and lifestyle improvement.

### DQ3B

The initial section of the study incorporates research data about military children facing psychological issues. This is because such youngsters experience between six and nine residence changes before high school graduation (Cohen Veterans Network, 2023). Research data contradicts the assumption people make about support by showing military children exhibit increased depression and anxiety. Action and program objectives should be highlighted to demonstrate why community-based programs offering stability along with

mental health support are necessary for military children's growth of resilience and overall well-being.

#### **DQ4B**

The start phase of the proposal in combination with the research aligns with past published studies in how effectively they present the reason why military kids need stable assistance networks. Military related families are capable of accessing the resources despite their scarcity and the insufficiency in community-oriented services particularly established for a common goal or achievement (Strand et al. (2022). In addition, it then identifies unaddressed community involvement and extended resilience initiatives. Additionally, boosting policy recommendations with advanced mental health initiatives for military-based children illustrate the main reason why this research is essential.

#### **DQ5L**

Two different approaches exist for decision-making: the cognitive model and the emotional model. Additionally, decisions based on the emotional approach involve personal instincts with emotional responses, thus generating impulsive choices (Williamson & Wearing, 1996). Logical processes underpin the cognitive model because individuals conduct step-by-step evaluations of their options through systematic assessments of information, advantages, disadvantages, and future results.

The cognitive approach proved suitable in educational situations when faculty members worked to handle disruptive student conduct in classrooms. Moreover, the process included data collection via observation methods, teacher assessments, and student social interaction until the team selected appropriate intervention measures (Näsström et al., 2021). The systematic decision-making method used valuable evidence to avoid emotional reactions, so it produced successful behavior control along with enhanced classroom interactions.

**DQ6L**

To establish most effective career decisions, each personnel is required to merge the knowledge gained about their individual qualities with appropriate evaluation of the professional world. They need to understand their talents, personal interests, and core values during their analysis of future job requirements, wage scales, and available positions. Learning program development and evaluation techniques to link occupational choices to personal interests and industry requirements.

**DQ7L**

The cognitive model organizes behavioral interventions, but emotional intelligence considerably affects decision-making processes. A proper integration of logical and emotional support enables interventions to maintain quantitative foundations while offering human-centered care. Although emotional choices may result in biased outcomes, they present substantial information regarding human needs and the assessment of overall well-being. The combination of emotions with logical reasoning improves both understanding and the delivery of more functional and compassionate answers across multiple environments.

**DQ8L**

The economic and cognitive models approach consumer decision-making differently. According to Cader et al. (2005), economic model logic supports rational decision-making, which optimizes utility and financial expenditure, while the cognitive model examines psychological processes during alternative assessments.

The cognitive model functions within healthcare education to teach patients during smoking cessation sessions. The cognitive model includes elements unlike economics because it analyzes health background readiness and psychological challenges to develop

customized educational strategies. The approach enables patients to make decisions through complete knowledge since it surpasses financial considerations.

## **Conclusion**

The process of making decisions plays an essential role throughout program development, along with choosing a career. Studies about community support for military children fill the gaps that exist in localized mental health services. The implementation of structured decision-making systems within educational healthcare and career planning contexts allows people to base their impactful decisions on solid information, which leads to significant transformations.



## References

- Cader, R., Campbell, S., & Watson, D. (2005). Cognitive Continuum Theory in nursing decision-making. *Journal of advanced nursing*, 49(4), 397-405.
- Williamson, M. R., & Wearing, A. J. (1996). Lay people's cognitive models of the economy. *Journal of Economic Psychology*, 17(1), 3-38.
- Strand, A., Hatlebakk, M., Wimpelmann, T., & Wardak, M. (2022). Community-Driven Development or community-based development?. CMI Report.  
<https://open.cmi.no/cmi-xmlui/bitstream/handle/11250/2997772/Community-Driven%20Development%20or%20community-based%20development%3F?sequence=5&isAllowed=y>
- Näsström, G., Andersson, C., Granberg, C., Palm, T., & Palmberg, B. (2021, May). Changes in student motivation and teacher decision making when implementing a formative assessment practice. In *Frontiers in Education* (Vol. 6, p. 616216). Frontiers Media SA. <https://doi.org/10.3389/feduc.2021.616216>
- Cohen Veterans Network. (2024, September 3). Supporting Military Children - Cohen Veterans Network.  
<https://www.cohenveteransnetwork.org/militarykids/#:~:text=At%20Cohen%20Veterans%20Network%20we,honor%20their%20service%20and%20sacrifice>