



# UNIVERSITY OF ARKANSAS

## MASTER OF SCIENCE DEGREE: COMMUNITY HEALTH PROMOTION DEPARTMENT OF HEALTH, HUMAN PERFORMANCE, & RECREATION

Welcome to the Master of Science degree program in Community Health Promotion!

We are committed to making your educational experience positive and enriching. This manual is designed to assist you in the successful completion of your degree requirements. It is also advised that you familiarize yourself with the most current undergraduate catalog of studies found via the University of Arkansas homepage or the following web address: <http://catalogofstudies.uark.edu/>

### Community Health Promotion Directory

<u>Faculty</u>	<u>Phone#</u>	<u>Office #</u>	<u>E-mail</u>
Dr. Bart Hammig	575-4360	306 HPER	<a href="mailto:bhammig@uark.edu">bhammig@uark.edu</a>
Dr. Jean Henry	575-2899	308I HPER	<a href="mailto:ljhenry@uark.edu">ljhenry@uark.edu</a>
Dr. Ches Jones	575-4009	308K HPER	<a href="mailto:ches@uark.edu">ches@uark.edu</a>
Dr. Kristen Jozkowski	575-4111	308V HPER	<a href="mailto:kjozkows@uark.edu">kjozkows@uark.edu</a>
<u>HHPR Department Head</u>			
Dr. Bart Hammig	575-4360	306 HPER	<a href="mailto:bhammig@uark.edu">bhammig@uark.edu</a>
<u>Graduate Coordinator</u>			
Dr. Dean Gorman	575-2890	308W HPER	<a href="mailto:dgorman@uark.edu">dgorman@uark.edu</a>
<u>Graduate School</u>	575-4401	Ozark 119	<a href="mailto:gradinfo@uark.edu">gradinfo@uark.edu</a>
<u>Secretaries/Administrative Staff</u>			
Joyce Patrick	575-2857	306 HPER	<a href="mailto:japatri@uark.edu">japatri@uark.edu</a>
Betsy Parsons	575-2858	308 HPER	<a href="mailto:blparson@uark.edu">blparson@uark.edu</a>

## **PROGRAM OBJECTIVES:**

The program in Community Health Promotion is designed to prepare candidates for a variety of career options in the vast field of health education and health promotion. Career opportunities may include planning, development, and delivery of health programs in various settings. These settings may include public health departments and other, government agencies, hospitals, non-profit organizations, community organizations, and corporations. Graduates of this program will be prepared to enter the work force in community health education or closely related fields.

## **I. ADMISSION REQUIREMENTS**

Refer to the Graduate Catalog <http://catalogofstudies.uark.edu/> and Graduate Student handbook <http://grad.uark.edu/dean/handbook/> for information regarding admission, enrollment, financial aid, and other curricular information.

Applications for the M.S. and Ph.D. degrees in Community Health Promotion must be received by October 15th for Spring admission and March 15<sup>th</sup> for Fall admission. Applicants who miss these due dates may be reviewed under certain conditions.

Admission into the Ph.D. program requires the following:

- GRE Scores
- Minimum of 3 references
- Official Transcripts from all universities/colleges listed on your application form
- Curriculum Vitae
- Statement indicating professional goals and why you want to be admitted to the Ph.D. program.

## **II. PROGRAM REQUIREMENTS**

### **A. Master of Community Health Promotion Curriculum Guidelines**

All students awarded a masters degree must have a minimum of 33 credit hours. See **Appendix A** for curricular requirements.

### **B. Time to Complete a Degree**

All requirements for a master's degree must be completed within six consecutive calendar years from the first semester of enrollment in that program.

### **C. Master's Degree Program of Study: Course Work**

The program of study is specified by the degree program. However, there are a number of policies that need to be adhered to when developing a master's program of study.

#### **3000-Level Courses**

Courses numbered at the 3000-level may be taken by graduate students for graduate credit only when the courses are not in the student's major area of study. The courses must be approved by the Dean of the Graduate School for graduate credit in the student's program before the Official Enrollment Report (commonly the eleventh class day). No more than 20% of the graded course work in the degree program may be comprised of 3000-level courses carrying graduate credit. A form is required and may be obtained from the Graduate School or our web page.

## **4000-Level Courses**

Because 4000-level courses can carry dual level credit, a 4000-level course which has specifically been created to carry ONLY undergraduate credit must be individually petitioned to carry graduate credit. The form for requesting graduate credit for 4000-level undergraduate only classes may be found on our website. The instructor of the proposed course must hold graduate faculty status.

## **D. Transfer of Credit**

A maximum of 6 hours of course work may be transferred from another institution towards a master's degree at the University of Arkansas. A form is required and may be obtained from the Graduate School or our home page. An official transcript must be on file with the Graduate School.

The following are the criteria for acceptable transfer credit:

1. The course must have been regularly offered by a regionally accredited graduate school.
2. The course must have been a bona fide graduate level course, approved for graduate credit and taught by a member of the graduate faculty.
3. The student desiring to transfer graduate credit must have been enrolled as a graduate student in the graduate school at the institution offering the course.
4. The course must appear on an official transcript as graduate credit from the institution offering the course.
5. The grade on the course must be a "B" or "A". (The student's grade point average will NOT include grades on transfer courses.)

## **D. Master's Program Advisory Committee**

Each student will be appointed an Advisor upon admission into the program. The student should contact the Advisor, as soon as possible, to set up an initial advising session. This Advisor serves as the student's guide and mentor through the Masters degree Program. A student can change advisors, at any time. If a student wishes to switch Advisors, they should first get approval from the new Advisor, and formally notify the previous Advisor, in writing, of their intent to change Advisors. Failure to know or follow program guidelines is NOT considered a legitimate reason for not completing program requirements. Students should maintain regular contact with their advisor in order to ensure smooth progress through the degree program.

## **E. Capstone Experiences – One of the following three options is required**

### **1. Master's Thesis Option: [6 credits]**

Students complete a rigorous, research project according to the strict guidelines for Thesis research established by the Graduate School. All Graduate School regulations and deadlines must be adhered to in the completion of the Thesis. The thesis is typically a THREE SEMESTER process; thus, approval for the thesis should be obtained within the first 2 semesters of a student's program. The thesis option is mainly for those students who have already identified a clear research thread/interest, and who wish to pursue doctoral studies. Therefore advisor approval MUST be obtained prior to embarking on a thesis.

#### **a. Thesis Registration**

Those presenting a master's thesis as a part of the requirements for the master's degree must register for a minimum of six semester hours of master's thesis. Registration beyond six hours carries no degree credit. Consult your thesis director concerning registration for thesis. NOTE: The mark of "R" is the only acceptable mark reported when a thesis is in progress. A grade or mark may be assigned to the thesis when it has been accepted by the committee. Any grade assigned by the committee for the thesis is to be recorded on the Record of Progress for the Master's Degree. Because the grade is awarded after all requirements for the degree have been completed, the grade cannot be used to improve a grade point average to that required for graduation.

**b. Thesis Committee**

The Master's Thesis Committee form, consisting of a thesis director and at least two other members of the graduate faculty, should be submitted (in duplicate) to the Graduate School as soon as the committee has been selected but no later than three months prior to the date of the comprehensive examination. Committees may not be approved for the following reasons: If all members of the committee do not have the appropriate graduate faculty status; if faculty spouses are serving on the same committee and one is in a supervisory capacity over the other; if a member of the student's immediate family is proposed on the committee; or if there is an approved committee already on file. For information on how to change or revise existing committees, see **Changing or Revising a Committee in the Graduate student handbook**.

**2. Non-Thesis Option: Graduate Capstone Project [3 credits + Exam]**

NOTE: Students complete BOTH a Capstone project (see Appendix B for detailed explanation of and guidelines for the project) AND a Comprehensive exam [Capstone Project earns 3 credits and is graded]

The Capstone Project in the Community Health Promotion degree program is viewed by the program's graduate faculty as a sophisticated event (much like a master's thesis) completed at the conclusion of a student's course of study (typically, the semester of graduation). Specifically, this professional project is the culminating experience that demonstrates a student's ability to coalesce the concepts learned in the degree program. The Project **MUST** be approved by the faculty advisor in the semester **PRIOR** to the semester of Capstone course enrollment; failure to do so could result in a delay in graduation. Options for capstone experiences include the following:

1) Teaching capstone. Students will gain experience in classroom instruction by serving as a Teaching Assistant to a faculty member, for a specified course.. Course options include foundational courses for undergraduate majors within the CHLP program. **Students interested in this option should speak to their adviser early in the program in order to discuss course rotations. Students will need to consult with the course instructor in advance in order to obtain permission to assist in the course as well as establish expectations for the experience.**

2) Students may propose a Capstone idea to their faculty advisor. This option requires a formal written proposal outlining a specific project, such as a large scale literature review of a public health topic, program evaluation, course development, etc. Approval for the Project **MUST** be obtained from the faculty advisor in the semester **PRIOR** to the semester of Capstone course enrollment; failure to do so could result in a delay in graduation.

**3. Non-Thesis Option: 33 hours of coursework**

NOTE: Students complete BOTH the expanded elective coursework AND a Comprehensive exam **Under this option, students select 15 hours of elective coursework, 9 of which are in an area of concentration approved by their advisor.**

**b. Master's Comprehensive Examination**

Any student who does not choose the Thesis option **MUST** take a Comprehensive Written Examination. The HHPR Department schedules Masters comprehensive exams every fall and spring semesters (usually in October and March). Students should notify the HHPR Graduate Coordinator of their intent to take the Masters comprehensive exams at the beginning of the semester in which they take plan to the exam. Students should consult with their advisor concerning the topics to be covered on the exams. The exam lasts about 3 1/2 hours. The HHPR Graduate Coordinator will announce specific exam dates in the first few weeks of each

semester. A Master's Degree Record of Progress form must be submitted to the Graduate School for each graduate student.

### **III. Other Academic Requirements/Policies**

#### **A. Grade Point Average Requirements**

In order to receive a master's degree, a candidate must present a minimum cumulative grade-point average of 2.85 on all graduate courses required for the degree. Failing to earn such an average on the minimum number of hours, the student is permitted to present up to six additional course (not thesis) hours of graduate credit in order to accumulate a grade-point average of 2.85. In the computation of grade point, all courses pursued at this institution for graduate credit (including any repeated courses) shall be considered. Students who repeat a course in an endeavor to raise their grade must count the repetition toward the maximum of six additional hours. If a student encounters academic difficulty after having already completed six credit hours for the degree beyond the minimum degree requirements, no additional hours may be taken. Individual departments may have higher grade standards.

#### **B. Change of Grades**

All courses included in a program of study must have an acceptable grade (a letter grade or a mark of CR). A mark of "S" does NOT carry any degree credit, and any course with a mark of "S" cannot be included in a final program of study. If the course is to be included in a program of study, the mark of "S" must be changed to an acceptable grade or a mark of "CR". A "Change of Grade Notice" form must be submitted by the instructor of the course when a course grade is changed. Please note that all work for the course must have been submitted by the student to the instructor by the last day of final examinations in order to be eligible for graduation for that specific semester (as verified by the "Date Work Completed" entry on the "Change of Grade Notice" form).

#### **C. Residence Requirement**

**Master's Candidates:** The candidate must be in residence a minimum of 24 weeks. A total of 12 weeks of residence may be accredited from University of Arkansas off-campus graduate courses (restriction does not apply to graduate degree programs offered through the Graduate Residence Centers) or for work done in off-campus classes held in Fayetteville. Acceptance of transferred credit does not reduce the minimum residence requirement of 24 weeks.

#### **D. Graduation Ceremonies**

Masters students are only allowed to participate in graduation ceremonies if they have signed up for all final coursework during the semester that they are planning to graduate and either have passed their written and/or oral comprehensive exam or successfully defended their thesis. Note – a successful defense of the thesis implies that all committee members have agreed that the student has passed the defense even though the student may have to make minor corrections/changes to the document. Also, all committee members may not have completely signed off on either the student's thesis or record or progress.

**IV. Advising:** Students will be assigned an academic advisor once admitted into the Community Health Promotion program. It is each student's responsibility to contact their advisor to initiate the advising process. Group advising may also be conducted twice per academic year (once during the fall, once during the spring semester). Students will be contacted via e-mail and announcements will be made during class time pertaining to the dates/times of group advising. During these group advising sessions, all Community Health Promotion faculty will be available to answer questions concerning

your program of study and to approve your enroll schedule for the upcoming semester. **It is the student's responsibility to register for courses that are appropriate for the Masters program in Community Health Promotion; as well as become familiar with course rotation sequences. Failure to attend mandatory advising sessions is not an acceptable reason for requesting a program modification and/or not adhering to program requirements.**

#### **V. Community Health Internship (CHLP 574V)**

Successful completion of the internship requires 135 contact hours of fieldwork. This course is designed to provide students with applied experience in community health education. See the internship manual for complete details.

#### **VIII. FREQUENTLY ASKED QUESTIONS AND ADDITIONAL INFORMATION**

- *What is a Certified Health Education Specialist (CHES)?*

The CHES (pronounced chez) designation signifies that an individual has met eligibility requirements for, and has successfully passed a competency-based examination demonstrating skill and knowledge of the Seven Areas of Responsibility of Health Educators, upon which the credential is based. More information regarding CHES and exam dates and times can be found at <http://www.nchec.org/>

- *Should I complete a thesis or independent research? What is the difference?*

An independent research project is completed for 3 hours of credit, while a thesis is completed for 6 hours of credit. If you choose to complete the project, you will need to complete 30 hours of coursework in addition to the 3 hours of project. If you complete the thesis, you will need to complete 27 hours of coursework and 6 hours of thesis. The vast majority of students opt for the independent research project due to its flexible nature. See Appendix B for guidelines concerning CHLP 589V Independent research.

If you choose to complete the independent research project, you will work with 1-2 faculty to plan and complete your project. Although the end result or product is between you and your advisor, typically the end goal is to submit a manuscript for publication or an abstract for presentation at a professional conference.

A thesis is typically more formalized, with three committee members, proposing a formal research idea to your committee, and finally implementing and defending your research during an oral presentation to your committee.

**Always consult your graduate catalog and the graduate handbook for policies and procedures regarding your program of study.**



Student Name \_\_\_\_\_ Date \_\_\_\_\_

MASTER OF SCIENCE DEGREE IN COMMUNITY HEALTH PROMOTION:
Course Check List and Planning Sheet

Required Research Component (6 credits) PROPOSED SEMESTER

ESRM 5393 Applied Educational Statistics OR
ESRM 6403 Elementary Statistics and Data Processing Applied to Education
HHPR 5353 Research in HHPR

Required Core Courses (12 credits) PROPOSED SEMESTER

CHLP 4613 Principles of Epidemiology
CHLP 5563 Public Health Principles & Planning
CHLP 5573 Principles of Health Education
CHLP 5533 Models and Theories of Health Behaviors

Elective Courses (9-12 credits): \*NOTE Minimum of 6 credits must be CHLP PROPOSED SEMESTER

CHLP 4623 Human Diseases CHLP 5353 Health Counseling
CHLP 5643 Multicultural Health
CHLP 6333 Health Behavior Research CHLP 6553 Environmental Health
CHLP 6733 Healthy Aging CHLP 6833 Health Communications
CHLP 6833 Epidemiology II
CHLP/HHPR 699V Seminar (3)
Advisor approved electives (3-6)

Required Project or Thesis (3-6 credits):

CHLP 589V Capstone Project (3 Credit) \_\_\_\_\_

[Students choosing this option MUST ALSO take a Written Comprehensive Exam] \_\_\_\_\_

OR

CHLP 600V Master's Thesis (6 credit) \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_





**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**MASTER OF SCIENCE DEGREE IN COMMUNITY HEALTH PROMOTION:  
Memorandum of Understanding for Policies and Procedures**

This is to certify that I have attended the mandatory advising session provided to students in the M.S. Program in Community Health Promotion and understand and will comply with all policies and procedures required for successful completion of the degree.

**Advisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# Appendix A

## Master's Degree in Community Health Promotion Comprehensive Examination Guidelines and Procedures

All Master of Science in Community Health Promotion students are required to sit for a written comprehensive exam in order to complete their program of study.

Eligibility for Sitting for Exam: Students will meet with their advisors near the end of their coursework to determine when they will be permitted to sit for the examination. Generally, the Comprehensive Exam will be taken in the student's last semester of coursework. Notification of intent to sit for the exam should be given to the Academic Advisor the semester prior to taking the exam. Application for the exam should be submitted to the Academic Advisor at the beginning of the semester the student intends to take the exam. To sit for the exam, all Community Health Promotion core coursework and all research core coursework must have been successfully *completed*. In addition, there should be no more than 6 hours of coursework left to complete.

Exam Committee: All Community Health faculty will participate in the writing and grading of specific content areas of the exam. All members must hold current graduate faculty status with the Graduate College.

Application for Sitting for Exam: Comprehensive Examinations are usually held around the 12th week of the semester, but may vary, depending on the Academic Calendar. Comprehensive exams are not administered during the summer. A student who is not able to sit for the Spring semester exam, for whatever reason, will be required to take the exam at the next regularly scheduled exam time in the Fall semester. Once advisor approval is granted, eligible students will obtain the Comprehensive Examination Application form from the HHPR office, HPER 308 (vertical carrel in the Student Resource Library). Applications must be submitted to the Academic Advisor no later than the end of the 8th week of the semester in which the student plans to take the exam; earlier submission is strongly encouraged.

Purpose of Exam: The purpose of the Comprehensive Examination is for students to demonstrate their ability to synthesize the depth and breadth of knowledge gained in the Master of Science in Community Health Promotion program. The exam will focus on the concepts and skills learned during the student's program of study, as well as the application of research and related theory in Health Education/ Health Promotion.

Content of Exam: Questions are generally designed to allow the student to demonstrate their ability to synthesize, apply, and communicate competencies in Health Education/Health Promotion. Although students may discuss general content of the exam questions with their advisors, students will not be made aware of the exact question(s) prior to the examination. The Comprehensive Exam is scheduled for a 3 ½ hour time period, and is scheduled each Fall and Spring semester by the HHPR Graduate Coordinator. Exam dates will be announced by the HHPR Graduate Coordinator.

Preparing for the Exam: The Comprehensive Exam is designed to test the graduate student's breadth and depth of the core content areas of study as listed below:

- 1) **Epidemiology**
- 2) **Principles and Foundations of Health Education and Health Promotion**
- 3) **Advanced Theories of Health Behavior**
- 4) **Planning, Implementing, and Evaluating Health Promotion Programs**

It is suggested that students *review the objectives of all course outlines* contained within their course of study. Particular attention should be given to the content of assignments, exam questions, and lecture/classroom materials and activities. Students are encouraged to create a study group of peers to review the content of courses. Students are also encouraged to contact course faculty if there are any questions regarding how or what to study.

Exam Evaluation Procedure: The Comprehensive Exam will be read by students' program committee, who may consult with any appropriate content faculty in evaluating responses. Advisors will read the responses independent of each other.

In addition to assessing accuracy and thoroughness of content, committee members will evaluate a students' writing style. Each student must demonstrate the ability to produce advanced organized thought and an ability to communicate ideas so that they are easily understood (i.e. be able to write in a clear, concise, and grammatically accurate manner that is representative of graduate level competency).

Students must earn an overall "pass" on all questions to successfully complete the comprehensive exam.

Exam Rating Scale: The following three categories are used to evaluate the Comprehensive Exam. Each question will be rated, individually, on its quality, according to the following criteria.

- Pass: The response reflects an appropriate level of understanding of the content, includes supporting detail, includes adequate references to the scholarly literature, and the writing style reflects command of the standard, academic use of language.
- Marginal/Questionable: The response is weak and does not reflect an adequate level of understanding of the content. Supporting detail is lacking, and references to the scholarly literature are minimal. The writing style is not professional and contains grammatical and structural errors. Additionally, there is insufficient evidence of the relationship between theory and practice.
- Fail/No Pass: The response does not reflect an adequate or appropriate level of understanding of the content. References to the scholarly literature are weak or absent, and it is clear the student's communication skills are inappropriate or lacking based on expectations for academic and professional writing at the graduate level.

Notification of Results Within 2 - 4 weeks of completing the exam, students will be informed of the results by the student's Academic Advisor and/or the HHPR Graduate Coordinator.

Failure to Pass Exam: An examination or parts of an examination may be repeated only twice, and only at the discretion of student's program committee. When a student does not pass all or part of the Comprehensive Examination, the program committee chair will meet with the student to discuss one of the following options:

- Option 1: If it is determined that the student has failed all aspects of the exam, the student will rewrite the entire examination at the next scheduled Comprehensive Exam period (Fall or Spring semester). The content of the question(s) will be decided upon by the student's program committee.
- Option 2: If it is determined that the student has performed at a "Questionable" level, on all or some questions, the student may be asked to rewrite only the questions considered insufficient, after a waiting period - generally a minimum of 2 weeks after discussion of the results with the Advisor. The content of the failed questions will be the same.
- Option 3: If it is determined there are relatively minor concerns with specific questions, the student may be allowed to orally clarify his/her responses to their Advisor and/or program committee within 3 weeks of notification of the examination. The Advisor and/or program committee will make a decision at the conclusion of the oral exam and notify the student, within 7 days, of the results.

NOTE: In the case that a student fails all, or part, of the exam and is required to rewrite: If student circumstances would prevent them from completing the re-write with less than 3 weeks remaining in the semester, the student must complete the re-write after the start of the subsequent Fall or Spring semester.

Both the Community Health Promotion Program Coordinator and the HHPR Graduate Coordinator will be available to meet with the student, should the student have any questions or concerns about the exam or the exam process.

## Appendix B

### CHLP 589V - Independent Research

#### GRADUATE PROJECT CAPSTONE EXPERIENCE

Master's of Science in Community Health Promotion students have two components to their capstone experience: content (written comprehensive exam) and research (Independent Research project). The student has two choices for completing this requirement: 1) Applied Research, in the form of a Graduate Project; 2) Basic Research, in the form of a Master's Thesis. This document provides guidance to students in completing the Independent Research Project.

#### GUIDELINES

##### Graduate Project: Applied Research

If a student chooses the graduate project, the following guidelines apply: The Graduate Project in the Community Health Promotion degree program is viewed by the program's graduate faculty as a sophisticated event (much like a master's thesis) completed at the conclusion of a student's course of study. Specifically, this professional project is the culminating experience that demonstrates a student's ability to coalesce the concepts learned in the degree program. Students select their professional project in concert with their advisor with input from at least one, preferably two, of the other health promotion faculty members of their committee.

Following, are some examples of the types of projects that could be completed to fulfill this program requirement.

1. A GRANT PROPOSAL assignment that would place major responsibility on the student for the development of the document for the purpose of soliciting funds for a Health Promotion project.
2. A META-ANALYSIS of the literature, on a specific topic, that would offer the student a learning opportunity that might enhance their career by establishing them as a content expert in a particular health issue.
3. A PILOT PROGRAM in Health Promotion that would include the identification of a population; a needs assessment; behavioral analysis; theory selection; planning & implementation of an intervention; program administration; and evaluation.
4. A TECHNOLOGY PROJECT that would allow the student to apply new technology strategies to the field of Health Promotion.
5. A PROGRAM PLAN, NEEDS ASSESSMENT, AND/OR EVALUATION. Planning, implementation, and reporting of results and recommendations that would provide concrete, applicable feedback to an organization for the improvement of programs or services.
6. A FULL COURSE OUTLINE for a college course or corporate application that would include course syllabus, individual lesson plans, reading and resource lists, evaluation strategies and tools, etc. to enable full implementation of the course.

7. Other CREATIVE IDEAS that will not restrict the innovative skills of graduate students.

## **Guidelines for the Written Component**

### ***General Guidelines***

1. Follow all American Psychological Association (APA) formatting guidelines.
2. Materials must be gathered and organized for submission. Some kind of ring-binder or other compilation notebook method is preferred.

### ***Specific Guidelines***

Adhere to the following format in preparing and organizing your written and support materials for submission.

#### **I. Introduction**

This section identifies the need, rationale, and/or purpose and provides insight into the selection of the topic area. It should include an appropriate and reasonably in-depth review of the literature. This section should also describe, in detail, the methods used in collecting the information or the data. Any needs assessment/survey instruments should be included in the Appendix.

#### **II. Project Review and Presentation**

Provide a detailed description of the development of your project. Include a timeline of tasks completed. This section should include any "deliverables," such as program/course outline, lesson plans, marketing materials, Meta-analysis, etc.

#### **III. The Project's Impact**

If you conducted a pilot program or other intervention, note specifically what is different with the target group. Reference your results to the literature - comparing and contrasting your results to those of similar programs or efforts. Include any evaluation instruments in the Appendix.

If you completed a more generalized project, provide basic evidence as to both the programmatic value as well as the value to the field of Health Promotion of the type of applied activity you have chosen and what you discovered.

#### **IV. Recommendations**

Provide discussion of and recommendations for the future application and/or replication of your project/"product" Discuss why your activity should continue and/or should be replicated.

