

University of Florida
College of Public Health & Health Professions Syllabus
HSA6115: Introduction to the Management of Health Services Organizations (3 credit hours)
 Spring: 2016
 Delivery Format: Online
 e-Learning in Canvas

Instructor Name: Lynn S. Kiehne, Ed.D. MHA, FACHE
 Health Services Research, Management, & Policy
 University of Florida
 Email: lkiehne@php.ufl.edu or lkiehne@aol.com and via the Canvas mail system
 Office Phone: (352) 273-6066
 Cell: (813) 293-5886 – feel free to text for questions!
 Office Hours: by appointment and can occur via phone, chat, Skype

Prerequisites: None

PURPOSE AND OUTCOME

Course Overview

This course is an introduction and overview of the management of Health Care Organizations (HCOs). It is designed to introduce you to the skills and capabilities of professional managers that are essential for all management positions. You will develop the industry specific knowledge you will need to apply these skills in HCOs. Further, you will learn about your own leadership style and how best to utilize your style as work with others, whose styles may differ, through a series of team oriented exercises.

To accomplish these tasks, the course draws upon perspectives from organizational theory and organizational behavior to examine management and leadership topics within the unique context of HCOs. A case study framework will be used that will aid you in learning how to be effective despite often incomplete information, manage competing organizational goals and priorities, recognize that diverse health care professionals often have varying interests and perspectives and how to best to work with them, and learn how to recognize errors and performance gaps and how to revise actions to address.

Relationship to Program Outcomes

The following competencies are strengthened in this course:

- 1) Use the principles and tools of human resources management, organizational behavior and the leadership of change to achieve organizational goals.
- 2) Understand the roles and responsibilities of the governing board and identify effective techniques for establishing sound relationships between senior leaders and the board.
- 3) Understand the purpose and function of each clinical and service department within health care organizations and how they interrelate.
- 4) 4) Understand how leaders energize stakeholders with the compelling vision that fosters and sustains their shared commitment to organizational goals.
- 5) 5) Identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals.

Course Objectives and/or Goals

Upon completion of the course, students should be able to:

- a) Evaluate and understand appropriate techniques for the governing board and governance structures.

- b) Demonstrate the variety and complexity of the manager's role in guiding complex health services organizations, including issues related to motivation, work design, and job satisfaction.
- c) Understand the nature of professional work and the unique attributes of managing professional teams and organizations.
- d) Describe various perspectives on and dimensions of leadership and be able to diagnose what leadership styles may be most effective given particular situations and circumstances.
- e) Be more familiar with their own leadership and behavior style and its implications for effective performance as health services executives.
- f) Learn and understand the formal and informal decision making structures and power relationships in health care organizations.
- g) Develop management strategies that take into account the power and influence of different professions.
- h) Diagnose and improve the communication and coordination challenges facing a health services organization.
- i) Demonstrate sensitivity and understanding of varied cultural, ethnic, socioeconomic backgrounds of individuals.
- j) Effectively manage the complexities of interdepartmental and inter-organizational relations in and among health services organizations.
- k) Describe how to build a learning organization through changes in structure, tasks, information sharing, strategy, and culture.
- l) Recognize and effectively deal with planned and unplanned change in organizations.
- m) Identify and be able to evaluate the functions, structure and performance measures of excellent health care organizations.

Instructional Methods

The course is provided online using video lecture, readings, discussions, case studies, and other assessments. The course is housed in UF e-Learning in Canvas.

What is expected of you?

You are expected to actively engage in the course throughout the course.

Topic Readings

Each week's lecture has assigned chapters from our textbooks. Check the following action plan and the Canvas website for updates on the week's readings. These additional article readings are designed to round out the topic of discussion for the week and *can* be used to generate discussion from in your discussion boards. Note that you will be responsible for reading this material for your examination but do not have to elect to discuss these in the discussion boards if you are responsible for facilitating that week's discussion.

Note that **the readings ARE subject to change throughout the semester as a measure** of keeping the information in this course as current as possible. If these readings change, you will be advised via a message on Canvas. It is your responsibility to make sure that you are verifying the currency of each week's readings.

DESCRIPTION OF COURSE CONTENT

Weeks end at 11:59 pm)	Topics	Chapter readings White & Griffith	Page readings : Case Studies Kovner	Additional readings (noted by author last name)	Discussion Board – CS (Case Studies: Kovner)	Due	# for Article sharing
Week 1 Module 1 Jan 5-10	Student intro Syllabus Myers-Briggs HCOs	1	Foreword	Myers-Briggs Assessment	Discussion of Myers-Briggs Assessment	Submit Myers-Briggs assessment to instructor by 11:59 pm 1/10/2016	None
Week 2 Module 2 Jan 11-17	Cultural Leadership	2	pp. xxiii-xxiv; 3-6	Browning	HCO Text p. 40, Q4		# 1
Week 3 Module 3 Jan 18-24	Operational Leadership	3	pp.4-33; 151-158	Bruhn	CS4: pp. 76-77 The First Day		# 2
Week 4 Module 4 Jan 25-31	Strategic Leadership - Governance	4		Drucker Hyashi	CS8: Sparks Med Cntr pp.145		# 3
Week 5 Module 5 Feb 1-7	Foundations of clinical performance	5	pp. 89-105	Scott et al.		Team assignment 1 due 11:59 pm 2/7/2016	#4
Week 6 Module 6 Feb 8-14	Physician organization	6	pp. 215-239; 261-264	Firth-Cozens	CS16: Complaining Dr. p. 294		# 5
Week 7 Module 7 Feb 15-21	Nursing	7	pp.215-216	Takase Conner	CS: Taking Care Nurses pp. 295-298		# 6
Week 8 Midterm Feb 22-28	Mid-term paper					Individual paper due 11:59 pm 02/28/2016	
Week 9 Break Feb 29 – Mar 6	Spring Break						
Week 10 Module 8 Mar 7 - 13	Clinical Support Systems	8		Granko Pawleski	CS13: Rehab VNSA pp. 229-232		# 7
Week 11 Module 9 Mar 14 - 20	Population Health	9		Grant PubH Leader Comp	HCO text: p. 282, Q5		# 8
Week 12 Module 10 Mar 21 - 27	Knowledge Management	10	pp. 239-259	Guillemette	CS11: IT imple challenge pp. 156-157		# 9

Week 13 Module 11 Mar 28 – Apr 3	Human Resources	11	pp. 62-63; 177-183; 250-251	Stowe Pferrer	CS15: Matrix or Mess? Pp. 236-237		# 10
Week 14 Module 12 Apr 4-10	Environment of Care	12		Hoadley Edum-Fotwe		Team assignment 2 due 11:59 pm 4/10/2016	#11
Week 15 Module 13 Apr 11-17	Internal Consulting	14	pp. 248-250	Trotter Jøhri	HCO Text p. 460, Q5		# 12
Week 16 Module 14 Apr 18-24	Marketing and Strategy	15	pp. 297-316	Zuckerman, et al.	CS23: A new look? Pp. 348-350	Final Group Project Due 11:59 pm 4/24	# 13
Week 17 Final Exam Wk Apr 25-29	FINAL ESSAY 04/23 – 04/26 (Saturday - Tuesday of exam week)					FINAL ESSAY due Exam Week—no late submissions	

Course Materials and Technology

Course Texts:

1. Griffith, JR and White, KR. 2015. *The Well-Managed Healthcare Organization*. 8th Edition. Health Administration Press: Chicago, IL.
2. Kovner, AR, McAlearney, AS, Neuhauser, D. 2013. *Health Services Management: Cases, Readings, and Commentary*. 10th Ed. Chicago, IL: Health Administration Press.
3. Additional readings are available on the course's website: <https://lss.at.ufl.edu/>

Information on Student Computing requirements can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/e-learning-in-canvas-technical-requirements/>

For technical support for course materials and activities and assessments, please contact the Online Course coordinator at:

Truly Hardemon, MEd
hardemont@ufl.edu

For technical support for e-Learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Discussion Boards Student Participation (10%)

Each lecture will have a dedicated discussion board to discuss the articles for that lecture. **During the first week of class, you will be offered an opportunity to select a week; otherwise an assigned # will be given and therefore a week to lead the discussion board. Your # will be assigned to lead and facilitate discussion with the class for a specific week. See the next section on Discussion # Lead Role for specifics.**

Participation will earn you 10% for contributing to discussion boards and 10 % for leading discussion board for your assigned week. If you post thought provoking, topical postings, in other words substantive postings, not simply “*I agree with what has been stated*”, you will receive full points.

Discussion Week Lead Role (10%)

An article will be assigned to one member of the class for class discussion each week. In this role, you are required to provide a summary of the article during the week you are leading the discussion, and you are expected to build on the article from current research, the news, or examples from your work, and finally you are responsible for posting four question(s) related to the article to simulate and lead the discussion. If you have a preferred topic, please let the professor know within the first week of class.

This activity will be within the Discussion Board element in your Canvas course site. Remarks that do not add to the conversation will not be given credit. If you are the discussion post leader you will create new posts; all other students will reply to that original post. Remember, only meaningful, substantive and insightful participation is expected and examples from work experience are highly valued.

All Papers –Formatting

Please use APA 6th Edition for formatting of paper assignments. Purdueowl.org is a great resource to learn about APA format if not familiar.

Mid-term Paper – 15% - Individual Assignment. – APA format

In lieu of a mid-term exam, a paper which reflects on what you have learned thus far in the semester, not to exceed 5 pages. The source material reading for this paper will be the from the Case study textbook (Kovner) pages 9-35. On page 33 you will find the discussion questions on required reading. Your paper must reflect on these two questions and it is recommended to order them as follows:

Q3: Make the business case for using evidence-based management.

Q2: Develop an action plan for implementing evidence-based management in a large academic medical center.

In this assignment, reflect on what you have learned the first seven weeks of this course. Supplement with other readings. References must include at least five from professional journals and the articles must have been published after the year 2000.

Final Essay Assignment (20%)

In lieu of a final exam, an open-book take-home style culminating assignment will be administered during finals week of the semester. This assignment is designed to evaluate if the student has good understanding of management principles and will consist only of essay questions that incorporate what you have learned this semester. This does NOT have to be in APA Style.

Two Group Written Assignments (20%) – APA Format

The group written assignments are due by the posted due date, **before 11:59 PM** as indicated on the schedule. Each assignment is worth 10%. Each of these assignments will be due Sunday evening by 11:59 pm and these are specifically noted on the syllabus calendar (page 3). For these assignments, you will be in teams of two or three individuals, unless the number of students in the course exceed 15. You will be given a Canvas Group to facilitate team meetings, but teams may elect to use other means of communication such as Skype, phone, in person, Drop-box, etc.

Each assignment must be answered in 1000 words or less not including title page or references. Brevity in covering complex issues is an important professional skill. I will discard excess material without reading it if it exceeds this limit. Written assignments are due as an attached Word document- only via the assignment tool. Please include the following information on the document: **your names, course title, date, assignment title and number, team number if applicable (professor will assign teams) and word count.** Points will be deducted if any of this information is missing. Direct quotations and specific concepts from sources must be footnoted. All assignment submissions will be submitted to Turnitin for plagiarism checking. Please be sure to properly cite your work as needed.

Late submissions. If you will not be turning in your assignment on the day it is due, contact the professor immediately by email. Special arrangements may be possible **only** under **EXTRAORDINARY** circumstances. There will be a 10% per day deduction for late work, with a minimum deduction of a half point (0.5). Assignments later than five days from the date due will receive a zero (unless you have received permission from the instructor due to extenuating circumstances.)

Final Project (25%) – APA Format

A case study will be assigned to the class as the final project. Students will work on this case in a team of three unless there is an even number of class members, which may create a team of 4. The written analysis for the case should be limited to 10 pages. The final report should use double-space, 1-inch margins, and 12 font, and should include a problem statement, analysis (alternative courses of action), and recommendation. See additional guidelines in the Assignment tool under Case Analyses section. Paper should be submitted as a Word attachment via the assignment tool. **Late papers and email submissions will not be accepted.** Please note that students in your group will be evaluating your contribution and work, these evaluations will have a direct impact on your final project grade (please see the evaluation form on p. 11).

Grading for the written assignments and final project (based on a 10 point scale) and more detail available in rubric at end of syllabus):

- > 9.5-10 Reserved for truly exceptional contributions, at a level not normally expected
- 8.5-9.5 Work that is clearly ahead in terms of research, creativity, and effort
- 8.0-8.5 Work that is competitive and consistent with your peers
- 7.0-8.0 Work that is good but could be improved (basically sound ideas but could be better).
- 6.0-7.0 Work that is average and contains some errors
- <6.0 Failure to appropriately complete the assigned case

Purpose of the Final Project

The final group project provides the “real-world” experience of working in a team to successfully determine solutions to complex problems. In addition, this project is health care-specific and represents a situation that you may someday face in your career as a health care executive.

One important fact to keep in mind as you prepare a case is that there is no one right answer. Some approaches may work better than others, but there are multiple ways to arrive at a solution to a problem. The critical issue in presenting your findings is to be able to make a cogent argument for the approach you suggest.

A secondary, but still important, purpose of the case analysis is to provide an opportunity for you and your team members to present analyses as if you were consultants communicating your findings and recommendations to senior management of the organization in the case study.

How to Prepare for Writing a Case

Here are some suggested steps to take as you prepare the case.

1. **Read the case just to get an overall idea** about the setting, topic, and problem.
2. **Re-read the case and pull out important facts** that may be used to help analyze possible courses of action.
3. **Identify the major problems** in terms of importance.
4. **Identify the root cause of the problem and the factors that contributed to the problem**

5. **Identify alternative courses of action, including constraints on the alternatives.** You should identify the assumptions you made about the problem and about implementing the alternatives
6. **Develop criteria for judging a proposed course of action for each problem**
7. **Select a preferred course of action and defend it,** based upon the criteria you developed.

It may be useful, when assigned a role in the case, to first make assumptions about the priorities of the constituencies represented (or the clients who have hired you). In other words, what would they like to gain in the situation as presented?

The case is intended to give your group the opportunity to apply the concepts most recently covered in class. Feel free, however, to use any of the concepts covered to date as well.

Grading

Requirement	Points or % of final grade	Due Date
Discussion Boards Student Participation	10%	See course schedule.
Discussion Week Lead Role	10%	See course schedule.
Mid-term Paper - Individual Assignment	15%	
Final Exam (Essay)	20%	
Two Group Written Assignments	20%	See course schedule.
Final Project	25%	
TOTAL	100%	

Point System Used

Total % (of 100)	Grade Points	Grade
95 or more	4.0	A
90-94	3.67	A-
87 - 89	3.33	B+
83-86	3.0	B
80 - 82	2.67	B-
77-79	2.33	C+
73-76	2.0	C
70-72	1.67	C-
67-69	1.33	D+
63-66	1.0	D

60-62	.67	D-
Below 60	0	F

Please be aware that a **C-** is not an acceptable grade for graduate students. In addition, a *grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.*

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Students are expected to view all the lectures, read the assigned text and articles, be an active member of their #, and to actively participate in class discussions. Personal issues with respect to class participation or fulfillment of course requirements will be handled on an individual basis.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Operating Assumptions and Expectations

Someone who does not understand the “workings” of an automobile engine would have little success in repairing it or improving its performance. Similarly, to manage an organization (or organizational component), you must have a thorough understanding of organizational structure and functioning. This course will provide tools and approaches for assessing organizational problems and designing ways to solve problems and improve organizational performance.

Students will become more effective health services managers if they have a thorough understanding of the unique features of the health services system and health services organizations. The only way to master the learning objectives is to put time and energy into reading, discussion, and writing.

Students are expected to master a variety of words that health care professionals often use to describe what they do (e.g. see the Glossary in the Griffith and White text). Students should recognize these terms, understand their technical implications, and use them appropriately. In general, clinical terms will not be translated. Students are expected to familiarize themselves with the actual language used by clinicians. The MedlinePlus website is available 24 hours a day, seven days a week here: <http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

Expectations Regarding Course Behavior

Information regarding course etiquette can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/netiquette/>

Communication Guidelines

When to contact the UF Computing Help Desk: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-contact-the-uf-computing-helpdesk/>

When to post to the support discussions: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-post-to-a-support-discussions/>

When to send e-mail to the instructor: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-send-e-mail-to-the-instructor/>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Health Services Management

Peer Evaluation Form

Confidential

CASE #

YOUR NAME

	I	II	III	IV
# Members (list by name)	Commitment to Team Excellence	Originality and Initiative	Dependability	Overall Contribution

INSTRUCTIONS: Grade each team member (including yourself) on attributes I through III using **letter grades A through F**. For attribute IV, rank each member (including yourself), with 1 being the person who made the most important contribution to the team project. You may provide additional comments on the bottom of this page.

DEFINITIONS

- I. Commitment to Team Excellence - cooperativeness; receptiveness to criticisms or suggestions; ability to work with others.
- II. Originality and Initiative- creative ability; imagination; soundness of ideas.
- III. Dependability - ability to get results; reliability; promptness; attendance.
- IV. Overall Contribution - overall contribution to the team's project.

Case Study - Write-up

General Guidelines

The purpose of the case study is to have you think critically about a problem facing the health care delivery system and to make recommendations about solving the problem. To formulate a reasonable solution you will need to generate a set of assumptions about what is causing the problem. I want you to think about the reasons for the problems outlined in the case. In addition, data or facts will be needed to support that hypothesis and ultimately to define your solution.

Recognizing that each case study is different:

- Provide an introduction that reviews the facts of the case. Include a statement of the problem from the point of view of the role you are playing, and for this case study, this will be important, preference is a leadership role in a health care organization, you could also be the VP of Strategy or an internal consultant examining how to address this issue and make recommendations to the CEO. Make sure to include a statement that outlines the purpose.
- Suggest possible reason(s) for the problem or issue. These reasons should be related or grounded in the facts of the case, and using data to back-up your reasons.
- Use data, but as in any case study, you might not find everything needed. Describe additional data or information you may need to support your assumptions about the reasons for the problem you identified. What else do you need to know before you make a definitive decision on how to proceed or a possible solution?
- Outline a possible preliminary solution and a plan to move forward. I recognize that you may need more information.
- Provide a conclusion that summarizes or highlights key points in the paper including your recommendations and how you plan to move forward. Remember, the summary should be a synopsis of the entire paper.

Length of paper:

The maximum length for this exercise is 10 pages (this does not include references, charts, data tables or other supporting documents attached as appendices). Make sure cover page includes title, course, team member names, date.

The attached rubric will be used to grade your case study paper. While it appears to be 100 points, this is just easier to grade and thus a percentage will be used to translate to the final grade which will be based on the points in the syllabus for this assignment.

	Outstanding	Average	Below Average
Introduction Total Possible Points: 15	Clear summary of the facts. Identification of the problem as articulated in the case. Provides context for assumptions or possible reasons/explanations for the problem presented in the next paragraph. Purpose statement is clear and acts as an organizing tool for the paper. Points: 14-15	Some discussion of the facts. However unclear how the discussion leads to assumptions highlighted in the next paragraph. Purpose statement is present, but could use some rewording for clarity. Points: 10-13	Discussion of the facts of the case is not evident. No specific statement of the problem as outlined in the case. Purpose statement is not evident and does not provide a roadmap or organizational framework for the paper. Points: 9 or fewer
Possible reasons for the problem Total Possible Points: 20	Rationale and logical assumptions made about the possible reasons for the problem. Explanations provided based on the case as well as external sources. Assumptions made based on the vantage point of the organization. Points: 19-20	Some discussion of assumptions or reasons for the problem. Unclear whether assumptions are organization specific or based on the case or external sources. Points: 17-18	A list of reasons for the problem articulated above. No clear explanation for the reasons. Points: 16 or fewer
Additional data needed Total Possible Points: 20	Data and information needs clearly related to finding out if the reasons articulate above is supported and will work to generating a solution. Points: 19-20	Identification of data and information needs with some explanation. However, unclear whether the data would contribute to figuring out whether the assumptions on the problem can be supported. Unclear whether data would help support solution development. Points: 17-18	List of data and information needs. No explanation provided. Not linked to discussion of reasons for the problem or potential solution. Points: 16 or fewer
Preliminary Solutions Total Possible Points: 15	Suggested solutions stem from hypotheses. Solutions are reasonable and consider the organization, community and is evidence-based. Points: 19-20	Solutions are indicated with some limited discussion. However, solutions do not appear to be grounded or supported by the above discussion on the problem. Points: 17-18	List of solutions. No discussion or explanation. Points: 16 or fewer

	Outstanding	Average	Below Average
Summary Total Possible Points: 15	Concise recap of the problem, reasons for problem, data needed and solution. Summary can stand alone. Reader will not have to refer elsewhere in document for explanations. Points: 14-15	A reasonable summary of the case. However, key components are missing (no recap of the problem, possible explanations, a solution or way forward). Reader will have to look elsewhere in the document for explanations. Points: 12-13	Summary does not recap points made in the paper. Paper ends abruptly with no closure. Final paragraph does not provide an explanation of what is in the paper. Points: 11 or fewer
Paper organization and presentation/Grammar Total Possible Points: 15	The paper is well organized with an informative introduction, good transitions. The paper's organization strengthens the argument. The sentence structure, grammar, spelling, punctuation, and word choice are intentional and help strengthen the overall paper and argument. Paper is readable, there is consideration of white space, and if tables/exhibits are used, they enhance the narrative. Points: 14-15	The paper is generally well organized. The introduction, transitions, and summary are generally linked to the memo purpose. There may be instances when these components deviate from the key purpose of the memo. The sentence structure, grammar, spelling, punctuation, and word choice are generally correct. However, there may be a few instances of poor sentence structure, grammar, punctuation, and word choices Points: 12-13	The paper has clear organizational flaws that distract from the thesis argument. Need to improve the sentence structure, grammar, spelling, punctuation, and/or word choices. There is a pattern of errors in the paper. Points: 11 or fewer

Note: the points are recalibrated based on the value of the assignment, for example the final group project is 25% of the grade of this course. If you received a perfect score of 100 that would be 25 points.