

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: PHC 6251 Assessment and Surveillance in Public Health (3 Credit Hours)
Summer A/C 2017
Classroom: HPNP G 301
Course Website or E-Learning

Instructor Name: Amy V. Blue, PhD
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Office Hours: by appointment
Preferred Course Communications: Email, email for appointment or stop by office. Please note that late night or weekend email may not be answered until next business day.
Teaching Assistant: Gail Castaneda, M.Ed.
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Prerequisites

PURPOSE AND OUTCOME

Students are to acquire knowledge, skills, and methods for conducting community assessments and surveillance to inform design of social and behavioral interventions.

Course Overview

The purpose of this course is to learn about community assessment and public health surveillance approaches, in addition to specific assessment methods through in-class and community-based project work.

Relation to Program Outcomes

This course is a core requirement for the Social Behavioral Science (SBS) Concentration in the Masters of Public Health Program. It addresses several of the required SBS public health competencies:

- Describe and apply the social ecological framework to public health problems.
- Understand and apply the principles of community participation in public health research and interventions.
- Demonstrate the knowledge and skills necessary to conduct social and behavioral science research.
- Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities.

Course Objectives and/or Goals

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

- 1) create a work plan for conducting a community assessment;
- 2) develop collaborative partnerships with community members, organizations, and stakeholders;
- 3) obtain human subjects approval from an IRB;
- 4) develop instruments for collecting data;
- 5) employ qualitative methods for data collection;
- 6) analyze quantitative data using appropriate statistical procedures;
- 7) engage community members in data interpretation; and
- 8) effectively communicate findings to community organizations and stakeholders.

Instructional Methods

This course will emphasize an adult-learner, student-centered approach. Students will be expected to apply knowledge gained through class readings and their own experience during class activities as well as a required group project. Class time will include discussions of class readings, lecture presentations by faculty experts, student presentations, group project work, and sharing of project work. Students will apply

approaches and methods of community assessment during in-class activities as well as in the group project work. In this manner, students should acquire the knowledge and skills associated with the course objectives.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all readings and out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class sessions. If you are not prepared for class sessions, you may struggle to keep pace with the activities occurring in class, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Specific expectations of the course, detailed below in the Academic Requirements and Grading section include: a) completing reading assignments from textbook and other assigned articles; b) participation in class discussions and activities; c) presentation of a public health article to the class; d) completion of a group project including an IRB submission, a class presentation, and paper; e) completion of two exams (online); and f) completion of formative and summative peer assessment of teamwork skills through the electronic CATME system, and a reflective statement based on formative feedback.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

PHC 6251 Weekly Schedule 2017

Week	Date(s)	Topic(s)	Class Activity	Reading/Work Prior to Class
1	May 10	Overview of Course Needs Assessment in a Community – The Tarpon Springs Example Dr. Mark Hart (College of Public Health and Health Professions)	Teamwork exercise Project groups formed Project Topic discussed	Read Phillips KW. How Diversity Makes Us Smarter. Scientific American. 2015, Oct. 1 (Not required before class, but will be reviewed during the 5/10 session: Soriano Textbook Chapters 1 and 2
2	May 17	Conducting a Needs Assessment – Ms. Lindsey Redding (WellFlorida)	Project topic finalized	Complete: IRB 01 training if needed Read: Soriano Textbook: Chapter 4
3	May 24	Conducting Needs Assessments in the context of Health Disparities Dr. Laura Guyer (UF Center for Gender, Sexualities and Women's Studies Research) <i>IRB Training must be completed by May 24 and certificate turned in by this date to Dr. Blue.</i>	Public Health Article Presentations (2) Present topic – population served, rationale/need for issue Discuss possible assessment approaches	Prepare: Presentation about project topic, population served/need for issue. Read: Soriano Textbook: Chapter 3 Kleinman A, Eisenberg L, Good B. Culture, Illness, and Care Annals of Internal Medicine 1978;88:251-258. (Found in Canvas course site) Kleinman A. Patients and Healers in the Context of Cultures. 1980. Chapter 3 Anne Fadiman, The Spirit Catches You and You Fall Down Chapters 1 and 3

Week	Date(s)	Topic(s)	Class Activity	Reading/Work Prior to Class
4	May 31	The UF Health/Shands Community Needs Assessment – Ms. Wendy Resnick (UF Health)	Public Health Article Presentations (3) Discuss possible assessment approaches	Read: Soriano Textbook: Chapter 5 From: Anthropology and Public Health: a) Gruenbaum E. Honorable Mutilation? Changing Responses to Female Genital Cutting in Sudan b) Singer M et al From Street Research to Public Health Intervention: The Hartford Drug Monitoring Project
5	June 7	Social Network Analysis Ms. Lindsey King and Ms. Cara McDonnell (UF Social and Behavioral Science Program) <i>IRB protocol ready submitted by June 9</i>	Public Health Article Presentations (2) Project Updates from Group: Proposed Methods/Approach Subjects, Instruments, Methods	Prepare: IRB protocol For exam Read: Soriano Textbook: Chapter 7
6	June 14	Community Assessment and Quantitative Approaches MS. Gail Castaneda,(UF Social and Behavioral Science Program) <i>Peer assessments completed by June 16th</i>	Online Exam 1: Chapters 1, 2, 3, 4, 5 and Phillips, Kleinman et al, Kleinman, Gruenbaum, Singer et al, and Fadiman	Read: Soriano Textbook: Chapter 6
7	June 21	NO CLASS – Summer break		Read: Soriano Textbook: Chapters 8, 9 and 10
8	June 28	Using Photovoice – Dr. Mary Ellen Young (UF Social and Behavioral Science Program) <i>Peer assessment reflective assignment due June 30</i>	Public Health Article Presentations (3)	Complete: Peer Assessment Reflective Assignment From: Anthropology and Public Health: a) Nichter M et al Anthropological contributions to the Development of Culturally Appropriate Tobacco Cessation Programs b) Coreil and Mayard Indigenization of Illness Support Groups for Lymphatic Filariasis in Haiti

Week	Date(s)	Topic(s)	Class Activity	Reading/Work Prior to Class
9	July 5	Presentation	Public Health Article Presentations (3) Project updates from Groups Exam 2: Chapter 6, 7, 8, 9 and 10	Prepare: Project updates Exam
10	July 12	Project work/Q & A for project help	Project work	Continue: Project work
11	July 19	Project work/Q & A for project help	Project work	Continue: Project work
12	July 26	Project presentations	Project presentations	Complete: Project presentation
13	August 2	Final project papers due by 5 PM via email		Complete: Final project papers

Course Materials and Technology

Required Text:

Soriano, Fernando. (2012). *Conducting Needs Assessments: A Multidisciplinary Approach* (SAGE Human Services Guides). Thousand Oaks, CA: SAGE Publications.

Selected readings that are required are found in the course Canvas Website.

Required Online Training in Human Participants Protections Education

Students are required to complete the IRB training required by UF IRB 01. <http://irb.ufl.edu/irb01/irb-01/trainreq.html>

Evidence of student training will be demonstrated by sending an electronic copy of the Certificate of Completion - bearing your name – to Dr. Blue – no later than 11:59 PM on May 24th, 2016.

For technical support for this class, 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

Assignments

1) Participation in Class Discussion: 40 points (10% of grade)

Students are expected to participate in class discussions about the required reading, lecture presentations, public health article presentations, and project group work. There will be points awarded *each class session* for participation in class discussions. The discussion points will be based on your speaking in class and making contributions to the discussion. [Note, you may have one excused absence without penalty; otherwise if you miss classes or do not have an excused absence for one class, you cannot make up these points and will be given a score of 0 for that day.] *80 points* (There are 8 opportunities at 10 points each opportunity.)

2) Public Health Article Presentation: 60 points (15% of grade)

Each student is expected to conduct a brief presentation on a news article of choice related to public health. The presentation should be conducted in PowerPoint and should contain the following elements:

Slide 1

- Name of article
- Source of article – must be a credible news source

- Date of article
- Link to article or a printed copy must be provided
Slide 2
- 2-3 bullets about the main point of the article
- 1-2 bullets about the relevance to Public Health

3) Group Project, including IRB Protocol, Project Presentation and Paper

Each group will select a public health topic based on a Healthy People 2020 topic: a) Health Quality of Life and Well-Being; or b) Social Determinants of Health.

<http://www.healthypeople.gov/2020/topicsobjectives2020/default>

As a group, students must determine the population and specific health need to be assessed, design an assessment plan, submit an IRB protocol based on the plan, conduct the assessment, analyze the results, and draw conclusions based on the data that can be used to design a public health promotion program for the population. The completed project will be presented in both a PowerPoint and paper format.

a) IRB protocol: 20 points (5% of grade)

The project must have an IRB protocol submitted and approved before any data collection can begin. Students will learn how to complete an IRB protocol in class. The project protocol must be **submitted to the IRB by June 9th** to provide time for the protocol to be reviewed and approved with sufficient time for project data collection to occur. If the IRB protocol is not completed by the due date, without a prior approval for delay from the course director, no points will be given.

b) Class project presentation: 80 points (20% of grade)

The class project presentation should be in PowerPoint and contain the following elements:

- Group Member Names and Project Title
- Background of project importance/need and theoretical framework
- Project purpose, including population selected
- Methods and analysis
- Results
- Discussion
- Conclusions and Recommendations
- Lessons learned from conducting the project
- Contributions of each member to the project
- Reflective statement from the team about use of teamwork skills during the work

The PowerPoint presentation should be no more than 15-20 slides, and the presentation should be no more than 20 minutes in length. All group members must participate in the presentation and be prepared to answer any questions from the class. **The presentation will be conducted on July 26th in class.** The rubric for the presentation is found in this syllabus.

c) Project Paper: 80 points (20% of grade)

The paper should be written as a group. It should be no more than 10 double spaced pages (excluding title page, member contributions, abstract, and references), 1 inch margins and 12 point font. The paper should contain the following elements:

- Title page
- Explanation of how each member contributed to the project and writing of paper
- Executive Summary/Abstract – 500 words (Background, Methods, Results and Conclusions)
- Introduction, including background literature, theoretical framework and purpose of project
- Methods and analysis
- Results
- Discussion
- Conclusions and recommendations
- References and appendices

Papers are due Wednesday, August 2rd by 5 PM and should be emailed to Dr. Blue at amy.blue@phhp.ufl.edu.

Papers received after the deadline will have 10 points deducted for each day turned in late.
The rubric for the paper is found in this syllabus.

4) Self and Peer Assessment: 40 points (10% of grade)

To promote effective teamwork during the group project and provide opportunity to apply teamwork skills during the course as a part of professional development, students are required to complete the online Comprehensive Assessment of Team Member Effectiveness (CATME) tool and a reflective assignment on the formative results. The CATME tool will require students to rate their peers in the following areas: a) Contributing to the Team's Work; b) Interacting with Teammates; and c) Keeping the Team on Track. Students will also provide feedback on the team's work through items: a) I am satisfied with my present teammates; b) I am pleased with the way my teammates and I work together; c) I am very satisfied with working in this team.

Reflective Assignment - Due June 30 by 5 PM via email to Dr. Blue at amy.blue@php.ufl.edu or handed in during class. 2 points will be deducted for every half-day if turned in late.

Based on your CATME results and your own consideration of your teamwork skills, respond to the following:

- a) What behavior in my team will I stop doing.
- b) What team behavior will I start doing.
- c) What team behavior will I continue doing.

5) Class exams: 80 points (20% of grade – each exam is 40 points and 10% of overall grade)

Two examinations will be given composed of short answer questions based upon the assigned textbook chapters and other readings. The first exam will be June 14th online and the second exam will be July 5th online.

Grading

Requirement	Due date	Points (% of final grade)
Class Participation	Each class	40 (10%)
News Article Presentation	As assigned	60 (15%)
Group Project IRB Submission	May 24, 2017	20 (5%)
Group Project Presentation	July 26, 2017	80 (20%)
Group Project Paper	August 2, by 5 PM via email	80 (20%)
Self and Peer Assessment	<ul style="list-style-type: none"> • Formative assessment completed by June 16; • Reflective response due June 30 	40 (10%)
Exam 1	June 14 (online)	40 (10%)
Exam 2	July 5 (online)	40 (10%)

Point system used (i.e., how do course points translate into letter grades).

Points earned	372.0-400.0	360.0-371.9	348.0-359.9	332.0-347.9	320.0-331.9	308.0-319.9	292.0-307.9	280.0-291.9	268.0-279.9	252.0-267.9	240.0-251.9	<240.0
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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>

Exam Policy

Students must complete the in class exam on August 5. Students need to contact the course instructor and teaching assistant in advance if this is going to be a problem so that alternative arrangements can be made.

Policy Related to Make up Exams or Other Work

All work must be completed by the due date. Students need to contact the course instructor and teaching assistant in advance if this is going to be a problem so that alternative arrangements can be made.

Policy Related to Required Class Attendance

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, INCLUSIVE LEARNING ENVIRONMENT AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to participate fully in class and conduct themselves in a professional, respectful manner with classmates, course instructor teaching assistant, staff, and community members at all times. Part of the course learning will involve improving teamwork skills and students are expected to engage in effective teamwork behavior during class and project work.

Communication Guidelines

If a student has a question, concern or particular need, he or she may contact the course instructor and/or teaching assistant via email or after class. Email will be answered with 24 hours during weekdays and maybe up to 48 hours on the weekend or during holidays, unless an urgent request is made. Students may also drop by the course instructor's and/or teaching assistant's office at any time.

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, and students will be given 15 minutes to complete the evaluations at the beginning of the last class session. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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.

Grading Rubric for Public Health Article Presentation

Presentation Section	Inadequate	Adequate	Outstanding
Introductory Slide <i>(10 points)</i>	Does not name the article, source, provide date and/or link to article or print copy. <i>(5 points)</i>		Provides name of article, source, provide date and/or link to article or print copy. <i>(10 points)</i>
Article Main point <i>(15 points)</i>	No/little description of main points presented. <i>(5 points)</i>	1 main point of article presented but not very clear. <i>(10 points)</i>	1 or 2 main points of article presented very clearly. <i>(15 points)</i>
Relevance to Public Health <i>(20 points)</i>	Provides no/little descriptive information on relevance to public health. <i>(5 points)</i>	Reference to public health presented, but relevance not very clear or strong. <i>(15 points)</i>	Relevance to public health strongly made and makes one think of public health or specific issue in a new light. <i>(20 points)</i>
Overall Presentation <i>(15 points)</i>	Slides do not provide required information. Poor grammar or substantive lack of proof-reading evident on slides. Oral presentation is disjointed and difficult to follow. <i>(5 points)</i>	Slides provide required information. Some typos/misspellings are present on slides. Oral presentation is easy to follow. <i>(10 points)</i>	Slides provide required information and are attractive; no typos/misspellings on slides. Oral presentation is well organized and engaging. <i>(15 points)</i>

PHC 6251 Assessment and Surveillance in Public Health
Project Presentation (80 total points)
Summer 2017

Presentation Section	Inadequate	Adequate	Outstanding
Group Member Names and Project Title (2 points)	Names and title not present. (0 points)	Names and title present. (2 points)	Names and title present. (2 points)
Background of Project Importance/Need and Theoretical Framework (10 points)	No/little background/need and theoretical framework provided. (0 points)	Basic information about project background and need provided; theoretical framework provided. (8 points)	Compelling need for project based on background of area, contributes to field in an important manner, and an appropriate theoretical framework provided and explained as to why this framework was selected. (10 points)
Project Purpose, including population selected (8 points)	Provides no/little description of project purpose, including no reference to population selected. (0 points)	Project purpose is provided, including population selected. (6 points)	Project purpose is compelling and innovative; adds to an important need; population selected is justifiable and rationale for selected population clearly explained. (8 points)
Methods and Analyses (10 points)	Methods are poorly explained and/or inadequate; analyses are poorly explained and/or inadequate. (0 points)	Methods are explained; analyses are explained. Methods and analyses are appropriate for project. (8 points)	Methods are clearly explained, appropriate for project, and a justification for the choice of methods is provided. Analyses are clearly explained, appropriate for methods and project, and justification for the analyses used is provided. (10 points)
Results (8 points)	Results are not present or poorly described. (0 points)	Results are described. (6 points)	Results are clearly described; properly align with methods and analyses. (8 points)

Discussion <i>(8 points)</i>	Discussion is not present, not based on results, and/or not well written. <i>(0 points)</i>	Discussion is based on results. <i>(6 points)</i>	Discussion linked appropriately with results; refers to broader context of assessment issue and literature. <i>(8 points)</i>
Conclusions and Recommendations <i>(10 points)</i>	Conclusions and recommendations not provided <i>(0 points)</i>	Conclusions provided and reasonable; one reasonable recommendation is present. <i>(7 points)</i>	Conclusion follows from discussion, links to the background for the project and its need, and recommendations provide direction for future work (program development). <i>(10 points)</i>
Lessons learned from conducting the project <i>(8 points)</i>	No lessons learned are provided. <i>(0 points)</i>	One or two lessons learned are provided. <i>(6 points)</i>	At least two lessons learned are provided and include reflection on advice for others if a similar project undertaken. <i>(8 points)</i>
Contributions of each member to project <i>(2 points)</i>	Contributions are not provided. <i>(0 points)</i>	Contributions of each member are outlined. <i>(2 points)</i>	Contributions of each member are outlined. <i>(2 points)</i>
Teamwork skills used during the work <i>(8 points)</i>	No reference to teamwork skills by the group during the project work <i>(0 points)</i>	One or two teamwork skills are provided <i>(6 points)</i>	At least two teamwork skills that fostered effective teamwork are provided and reflection on skills the group might want to improve upon is provided. <i>(8 points)</i>
Overall <i>(6 points)</i>	Poor grammar, many typos, poorly organized; poor visual appearance; poor oral presentation by group; not all members participate in presentation. <i>(0 points)</i>	Clearly written, few typos and good use of grammar, organized; attention to visual appearance apparent; clear oral presentation and all members participate in presentation. <i>(4 points)</i>	Well written, no (minimal) typos and good use of grammar; well organized; visually appealing; engaging oral presentation (maintains interest of audience) and all members participate in presentation. <i>(6 points)</i>

**PHC 6251 Assessment and Surveillance in Public Health
Project Paper (80 total points)
Summer 2017**

Presentation Section	Inadequate	Adequate	Outstanding
Title page <i>(2 points)</i>	Title page not present/not complete. <i>(0 points)</i>	Title page present and complete. <i>(2 points)</i>	Title page present and complete. <i>(2 points)</i>
Member Contributions <i>(6 points)</i>	No information on contributions by each member provided. <i>(0 points)</i>	Some information about each member's contribution to either project or paper is provided. <i>(5 points)</i>	Clear information about each member's contribution to both project and paper is provided. <i>(6 points)</i>
Executive Summary/Abstract <i>(6 points)</i>	Abstract not present or incomplete. <i>(0 points)</i>	Abstract present and complete (background, methods, results and conclusions). <i>(5 points)</i>	Abstract complete and well-written; draws interest of readers. <i>(6 points)</i>
Introduction (including background literature, theoretical framework and purpose) <i>(14 points)</i>	No/little background/need and theoretical framework provided; No/little description of project purpose provided. <i>(0 points)</i>	Basic information about project background and need, theoretical framework and purpose provided. <i>(10 points)</i>	Compelling need for project based on background of area, contributes to field in an important manner, and an appropriate theoretical framework provided and explained as to why this framework was selected; clear purpose statement and how this is important and innovative provided. <i>(14 points)</i>
Methods and analysis <i>(10 points)</i>	Methods are poorly explained and/or inadequate; analyses are poorly explained and/or inadequate. <i>(0 points)</i>	Methods are explained; analyses are explained. Methods and analyses are appropriate for project. <i>(8 points)</i>	Methods are clearly explained, appropriate for project, and a justification for the choice of methods is provided. Analyses are clearly explained, appropriate for methods and project, and justification for the analyses used is provided. <i>(10 points)</i>

Results <i>(8 points)</i>	Results are not present or poorly described. <i>(0 points)</i>	Results are described. <i>(6 points)</i>	Results are clearly described; properly align with methods and analyses. <i>(8 points)</i>
Discussion <i>(12 points)</i>	Discussion is not present, not based on results, and/or not well written. <i>(0 points)</i>	Discussion is based on results. <i>(10 points)</i>	Discussion linked appropriately with results; refers to broader context of assessment issue and literature. <i>(12 points)</i>
Conclusions and recommendations <i>(12 points)</i>	Conclusions and recommendations not provided. <i>(0 points)</i>	Conclusions provided and reasonable; one reasonable recommendation is present. <i>(8 points)</i>	Conclusion follows from discussion, links to the background for the project and its need, and recommendations provide direction for future work (program development). <i>(12 points)</i>
Overall <i>(10 points)</i>	Poor grammar, many typos, poorly organized; poor visual appearance; poor oral presentation by group; not all members participate in presentation. <i>(0 points)</i>	Clearly written, few typos and good use of grammar, organized; attention to visual appearance apparent; clear oral presentation and all members participate in presentation. <i>(8 points)</i>	Well written, no (minimal) typos and good use of grammar; well organized; visually appealing; engaging oral presentation (maintains interest of audience) and all members participate in presentation. <i>(10 points)</i>