

**FRANCIS MARION UNIVERSITY  
DESCRIPTION OF PROPOSED NEW COURSE**

**Department/School** HONORS

**Date** September 16, 2013

**Course No. or level** HNRS 270-279

**Title** HONORS SPECIAL TOPICS IN THE  
BEHAVIORAL SCIENCES

**Semester hours** 3

**Clock hours:**

**Lecture** 3

**Laboratory** 0

**Prerequisites** Membership in FMU Honors, or permission of Honors Director

**Enrollment expectation** 15

**Indicate any course for which this course is a (an)**

**Modification** N/A

**Substitute** N/A

**Alternate** N/A

**Name of person preparing course description:** Jon Tuttle

**Department Chairperson's /Dean's Signature** \_\_\_\_\_

**Date of Implementation** Fall 2014

**Date of School/Department approval:** September 13, 2013

**Catalog description:**

**270-279 SPECIAL TOPICS IN THE BEHAVIORAL SCIENCES (3)** (Prerequisite: membership in FMU Honors or permission of Honors Director.) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Behavioral Sciences. May be taken for General Education credit as an Area 4: Humanities/Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

**Purpose:**

1. **For Whom (generally?):** FMU Honors students, also others students with permission of instructor and Honors Director
  
2. **What should the course do for the student?**  
HNRS 270-279 will offer FMU Honors members enhanced learning options within the Behavioral Sciences beyond the common undergraduate curriculum and engage potential majors with unique, non-traditional topics.

**Teaching method/textbook and materials planned:** Lecture, seminar-style discussion

**Course Content:** See attached proposed syllabus.

*When completed, forward to the Office of the Provost.*

## Francis Marion University

Honors 270/Special Topics: Introduction to Psychology for Medicine

**Term: Fall 2014**

**Section Number: XXXX**

**Instructor: Crystal Reneè Hill-Chapman, PhD, LP, NCSP**  
[chilchapman@fmarion.edu](mailto:chilchapman@fmarion.edu)

**e-mail:**

**Office: CEMC 236C**

**Phone: (843) 661-1721**

### Description:

The purpose of this class is to provide a survey of the biological, experimental (including sensory processes, learning, memory, and motivation), social, personality, and developmental processes and their relationship to medical professions. In addition to these content areas, an understanding of scientific methodology will be studied.

### Goals:

By the end of this course, you should be able to:

- to define and understand basic processes of psychological functioning, such as perception, memory, attention, learning, emotion and stress, social interaction and personality.
- to appreciate the developmental course of these basic processes throughout life.
- to understand how psychological processes and behavior modify the probabilities of health and disease, and conversely, how illness modifies psychological processes and behavior.
- to understand how psychological processes and behavior during illness and hospitalization, and the interaction between patient and caregiver influence the course of illness, recovery and quality of life.
- to understand how psychological processes, behavior and interactions can be influenced and modified in order to improve somatic and mental health.

### Required Text:

Ayers, S. & de Visser, R. (2011). *Psychology for Medicine*. Thousand Oaks, CA: Sage Publications.

### Requirements:

**(20%) Reading Quizzes:** Quizzes pertaining to the readings will be posted to Blackboard each Sunday night. They are to be completed by Friday at 5 p.m. These will consist of short-answer questions. Please note that I will drop your lowest quiz grade.

**(50%) Exams:** Students will be given five exams that consist of multiple-choice questions. The final exam will be a cumulative exam that covers material from the entire course.

**(10%) Interview Paper:** Students will be expected to interview a professional who works in the medical field. The student will be asked to write a two- to four- page paper that provides that medical professional's perspective on how they integrate psychological concepts into their work. A rubric for grading this paper will be provided four weeks prior to its due date.

**(20%) Group Presentation:** Students will be asked to work in groups to provide an overview of the literature related to the integration of psychology into a field of medicine (e.g., immunology, gastroenterology, cardiology, neurology, etc.). A rubric for grading this presentation will be provided when topics are assigned during the second week of class.

**Grading Scale:**

Grades will be assigned as follows:

A	93-100	C+	82-84
B+	90-92	C	77-81
B	85-89	F	<76

## **Accommodations and Modifications:**

**Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Professor supports the ADA, but also must know of any necessary accommodations on her part in order to provide them or to facilitate your progress in the class.

**Students with Special Needs:** Any students, who could require assistance in the event of a necessary evacuation of the building in which this class is taught, are asked to notify the Professor so that individuals can be identified to assist him/her during an evacuation.

## **Other Course Policies:**

**Cell Phones:** Cell phone use (of *any* kind – voice, texting, calculator, photography...) is banned during class. Phones must be rendered *inaudible* (either turn them off completely or at least set them not to make noise) during class time. Should they ring/vibrate at any time during the course period, the student will be considered not participating in the class and the course participation grade adjusted accordingly. Students who are involved in texting in class will also be considered not participating in the class and their course participation grade adjusted accordingly. In addition, please be prepared for the professor to answer your telephone should it ring in class. **Note:** During *exams*, any cell phone use will automatically constitute *Scholastic Dishonesty* (and will be dealt with as such).

**Scholastic Dishonesty:** As commonly defined, plagiarism consists of passing off, as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Rules, under the section, "Scholastic Dishonesty."

**Late Policy:** Because you have ample time to prepare your schedule to take exams/quizzes and turn in assignments, there will be no opportunity to "make up" missed exams, quizzes, or assignments. Please be advised that there is no exception to this rule, except for in the event of death (e.g., immediate family consisting of parents, grandparents, and siblings or aunts/uncles) or your own personal illness. For these exceptions, an allotted seven calendar days is allowed to make up the exam, quiz, or turn in the assignment. However, at the time the makeup is scheduled or assignment turned in, the student must present to the professor an obituary or other proof of funeral attendance. In the case of illness, the student must present to the professor a medical excuse.

**Caveat:** This syllabus is based upon planned material and activities and is, by its nature, aspirational. The instructor reserves the right to alter course procedures, schedules, or requirements to accommodate unforeseen events or conditions. In the event of course alterations, students will be informed of changes in a timely manner. When possible, changes will be discussed or negotiated with the class.

### Course Schedule

<b>Week</b>	<b>Date</b>	<b>Readings pp.</b>	<b>Topic</b>	<b>Assignments Due</b>
<b>1</b>	8/19	-	Introduction and Syllabus	-
	8/21	1 – 20	Psychology and Medicine	Quiz 1
Psychology and Health				
<b>2</b>	8/26	24 – 30	Motivation and Health	
	8/28	30 - 46	Emotion and Health	Quiz 2
<b>3</b>	9/2	48 – 69	Stress and Health	Quiz 3
	9/4	70 - 84	Symptom perception and pain	
<b>4</b>	9/9	85 - 95	Placebo and nocebo effects	Quiz 4
	9/11	96 - 118	Health and Behavior	Quiz 5
<b>5</b>	9/16	119 - 142	Chronic illness, death, and dying	Quiz 6
	9/18	<b>Exam 1</b>		
Basic Foundations of Psychology				
<b>6</b>	9/23	145 – 157	Brain and Behavior	
	9/25	157 - 169	Brain and Behavior	Quiz 7
<b>7</b>	9/30	170 – 189	Psychosocial Development	
	10/2	190- 195	Psychosocial Development	Quiz 8
<b>8</b>	10/7	196 – 206	Social Psychology	
	10/9	206 – 218	Social Psychology	Quiz 9
<b>9</b>	10/14	219 – 231	Perception and Attention	
	10/16	232 – 244	Learning and Memory	Quiz 10
<b>10</b>	10/21	<b>Exam 2</b>		
Body Systems				
	10/23	247 – 267	Immunity and Protection	Quiz 11 Presentation
<b>11</b>	10/28	270 – 293	Cardiovascular and Respiratory	Quiz 12 Presentation
	10/30	294 – 324	Gastrointestinal	Quiz 13 Presentation
<b>12</b>	11/4	325 – 347	Reproduction and Endocrinology	Quiz 14 Presentation
	11/6	348 – 372	Genitourinary Medicine	Quiz 15 Presentation
<b>13</b>	11/11	373 – 397	Psychiatry and Neurology	Quiz 16 Presentation
	11/13	<b>Exam 3</b>		
Healthcare Practice				

14	11/18	399 – 424	Evidence Based Medicine	Quiz 17
	11/20	425 – 447	Clinical Interviewing	Quiz 18
15	11/25	448 - 475	Psychological Intervention	Quiz 19 Interview Paper
	11/27	-	<i>Thanksgiving Vacation</i>	-
16	12/2	<b>Exam 4</b>		
17	TBA	<b>CUMULATIVE FINAL EXAM</b>		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Interprofessional Healthcare (IPHC) Date Sept. 17, 2013

Course No. or Level IPHC 500 Title (IPHC) Rural Healthcare Elective

Semester hours 3 Clock hours: Lecture 1 (Online)    Laboratory 6

Prerequisites Junior or seniors with approval of course coordinator, or graduate student status. The enrollment in the class is limited and determined by application process.

Enrollment expectation 10

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, course description, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature   
Provost's Signature \_\_\_\_\_

Date of Implementation January 2014

Date of School/Department approval N/A Interprofessional

Catalog description: **This service-learning course provides the learner interested in rural healthcare the theoretical foundations and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.**

Purpose: **This course is developed to continue healthcare screening in rural SC and to provide students interested in any of the healthcare professions the theoretical background to rural health.**

Teaching method planned: **Teaching strategies will consist of online activities including: audio-visual aids, discussions, group work, presentations, written assignments, and computer-assisted instructions. Clinical teaching will include: demonstration, simulation, and observation in the lab/clinical setting, and pre and post conferences**

**Learners will apply for a position in this course as they have for the former ARCH program.**

Textbook and/or materials planned (including electronic/multimedia):  
**Crosby, R. A., Wendle, M. L., Vanderpool, R. C., & Casey, B. R. (2012). *Rural Populations and Health: Determinants, Disparities, and Solutions*. San Francisco: John Wiley & Sons.**

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

This course will include major concepts about rural health including: rural health theory, access to care, healthcare disparities, palliative care, chronic and acute illness reactions of rural healthcare consumers, healthcare education for rural populations, rural environmental risks for children and complementary therapies used by rural residents.

This online course will present content through discussion, presentations and written assignments. The clinical component of the course will be taking a group of 5 to 6 learners to one of two (2) predetermined healthcare screening stations once a week.

### **Approved Budget**

**Spring 2014 Semester and Ongoing Sustainability of Project  
(Recurring Funds with 10 students per semester)**

- **Expenditures will include adjunct instructor salaries (2)**
- **Supplies for screening**

- **Weekly transportation of student groups to remote screening sites**

**When completed, forward to the Office of the Provost.**

9/03



**Interprofessional Healthcare**

**COURSE TITLE:** IPHC 500 Rural Healthcare Elective  
**SEMESTER HOURS:** 3 (3:1-6)  
**DAY/TIME:** One hour online & 6 clinical hours per week  
**OFFERED:** Every Semester  
**INSTRUCTORS:** Drs. DeMarco and Wittmann-Price  
**Office Location:**  
**Phone:**  
**Office Hours:**  
**E-Mail Office:**

**PREREQUISITES:** Junior or senior status with approval of course coordinators, or graduate student status. The enrollment in the class is limited to 10 students. Please send application to Student Health Center. Include a one-page letter of intent and unofficial transcripts.

**COURSE DESCRIPTION:** This service-learning course provides the learner interested in rural healthcare the theoretical foundations and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

1. Understand the theoretical basis of rural health.
2. Incorporate the knowledge and skills about rural culture and populations to provide safe high quality patient screening.
3. Provide safe, effective, and compassionate care to all individuals and families presenting the screening clinic.
4. Incorporate interprofessional communication skills to provide best care.
5. Incorporate evidence-based healthcare information effectively into the patient educational process.
6. Demonstrate and utilize principles of legal and ethical core values of professionalism, altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all patients and families.

**Course Access and Navigation:**

This course was developed using Blackboard. To access the course, go to <http://www.blackboard9@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Blackboard system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

#### Teaching Strategies:

Teaching strategies will consist of online activities including: audio-visual aids, discussions, group work, presentations, written assignments, and computer-assisted instructions. Clinical teaching will include: demonstration, simulation, and observation in the lab/clinical setting, and pre and post conferences.

#### Textbook(s):

Required

**Crosby, R. A., Wendle, M. L., Vanderpool, R. C., & Casey, B. R. (2012). *Rural Populations and Health: Determinants, Disparities, and Solutions*. San Francisco: John Wiley & Sons.**

#### METHODS OF EVALUATION:

##### Evaluation Methods:

Assignment	Percent of Final Grade
Case studies presented on Blackboard	25%
Discussion Boards on Blackboard	25%
Presentation about a rural health concept	25%
Written paper about a rural health concept	25%
Service-Learning Clinical Experiences	P/F

##### Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

##### Rounding

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed for a “C” in this course, as this is rounded to an 80.

## **ACADEMIC INFORMATION**

### **Online Attendance Policy:**

Attendance for this online class goes from Monday through Sunday. To be considered present, students must log on at least one time and make some meaningful contribution to classmates' learning during the week. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a learner from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a learner from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33 % of a course, a faculty member may still withdraw a learner from a course for violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal. When a faculty member withdraws a learner from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Learners Form, obtains the signature of the Department Chair, and delivers the form to the Registrar's Office.

### **Online Participation:**

The purpose of online discussion is to encourage reflection and sharing of different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the week of the posting. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion.

### **Written Paper Requirements:**

Proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and use APA guidelines.
- All written assignments must be submitted in blackboard unless instructed otherwise.

### **Work Turned in Late:**

Any assignments that are due in an assigned week will be considered on time if submitted by midnight Sunday night. Permission from faculty must be obtained prior to the due date for submission of late work. A new due date should be decided in collaboration with the

faculty member. If not submitted on the new due date, ten percent will be deducted from the final grade. Failure to notify the faculty member of late work will result in an automatic ten percent reduction.

**Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

**Learner Responsibilities**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog & the University Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

**Academic Dishonesty**

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

**E-mail**

Electronic mail is an essential component of communication between the Faculty, administration, and learners; therefore, all learners are required to have an active e-mail account. E-mail responses to faculty are expected with 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail to all faculty and learners must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should concisely address one issue.

**Phone Usage and Messaging**

Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any academic issues with students. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

### **Social Networking Policy**

Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the FMU, faculty, other learners, clinical experiences, and patient information, in any format are not appropriate on social networking sites. Violations of this policy will result in dismissal from the class for lack of maintaining professional standards.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

### **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in this course. Examples of unprofessional or disruptive behavior include but are not limited to the following:

1. Shouting online or using vulgar, profane or abusive language
2. Intimidating behavior
3. Refusal to cooperate with others
4. Conduct that constitutes sexual harassment
5. Refusal to adhere to policies
6. Inappropriate comments written in official documents that impugn faculty, staff, or learners
7. Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
8. Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
9. Making or threatening reprisals for reporting disruptive or inappropriate behavior
10. Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

### **Disciplinary Action for Unprofessional Behavior**

Unprofessional or disruptive behavior demonstrated by a learner towards another learner, faculty, or staff will be managed as follows:

- A. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the

inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Learner violations will warrant a warning for unprofessional behavior.

- B. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog* and *Student Handbook*.
- C. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the faculty member and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

#### **ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

#### **COMMUNICATION POLICY FOR BLACKBOARD**

Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online discussions are an integral part of the course. The intent of online discussions (discussion boards) is to replace the sharing that would occur between learners in the classroom, to allow faculty to identify student learning and correct misconceptions. To help learners become accustomed to working in an on-line classroom, the following guidelines are listed:

- Learners are expected to check their e-mail daily and discussion board at least every two days for student posts and faculty updates.
- Each week there will be one (1) discussion board question that requires learner responses. Learners are to respond to each primary question by the end of the day Wednesday of each week.
- Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
- A grading rubric will be used to assign grades for each discussion answer. Please find the rubric in the course materials in blackboard, as well as in each course syllabus.
- Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly.
- Use a positive and respectful tone.
- Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in WORD first before posting so you don't regret a response later.

- Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered “shouting” online.
- Reference all information used in your post that is not your own knowledgebase.
- Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.
- Never use patient information that can identify a patient (remember HIPAA).

### **CLINICAL INFORMATION**

Each student will be assigned to one of two clinical sites each semester:

1. Marlboro County– Marlboro Drug Store - 13 N Marlboro Street, Bennettsville, SC 29512
2. Williamsburg County – Felician Center, 1000 Thorne Avenue, Kingstree, SC

Three healthcare screening teams that will go out once a week to a consistent site. Each healthcare screening team will include:

Five (5) students

One adjunct for each of two (2) teams

Transportation will be provided

The following healthcare screening will be provided to rural consumers

1. Check –in/ health history
2. Monitoring cholesterol
3. Monitor serum glucose
4. Assessing blood pressures
5. Assessing BMI
6. Check out – healthcare teaching and recommended follow-up

Establish a de-identified database for utilization and outcome studies (IRB approved)

### **Clinical Attendance and Punctuality**

100% attendance and punctuality of all clinical experiences is expected. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the learner for every absence or lateness, but a medical certification does not excuse an absence. The following policies apply to clinical absences and lateness:

1. When the learner cannot attend the clinical session, the learner must:
  - a. Call and speak directly to the assigned clinical faculty member, one hour prior to the start of the clinical session.
  - b. If the learner is late related to an incident on the way they must call and notify the faculty member.
2. Following an absence, learners are responsible to contact the faculty member and course coordinator about make-up alternatives;

1. Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member has the discretion of sending the learner home for clinical lateness.
2. The learner who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty, constituting a clinical absence.
3. Two clinical absences constitute a clinical failure.

### Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

### TOPICAL OUTLINE

Week	Topic	Corresponding Readings	Assignments Due
1. Asynchronous Session	Course & clinical orientation Grading rubrics and assignment expectations		Introductions on discussion Boards
Friday of week 1 – First clinical day and orientation			
1. Asynchronous Session	Rural Health Theory	Chapters 1 & 2	Discussion board
Friday of week 2 – Clinical day			
1. Asynchronous Session	Rural Healthcare Needs & Disparities	Chapters 5 & 15	Discussion board
Friday of week 3 – Clinical day			
1. Asynchronous Session	Case study – Palliative care End of life	Chapter 8	Discussion board
Friday of week 4 – Clinical day			

1. Asynchronous Session	Patterns of responses to symptoms of rural residents	Chapters 9 & 10	Discussion board
Friday of week 5 – Clinical day			
1. Synchronous session	Educating rural residents about health	Chapter 28	Discussion board
Friday of week 6 – Clinical day			
1. Asynchronous Session	Environmental risks for rural children	Chapter 22	Discussion board
Friday of week 7 – Clinical day			
1. Asynchronous Session	Complementary therapies used by rural residents	Chapter 13	Discussion board
Friday of week 8 – Clinical day			
Asynchronous Session	Acceptability and access to care	Chapter 14	Discussion board
Friday of week 9 – Clinical day			
1. Asynchronous Session	Chronic Illness	Chapter 11	Discussion board
Friday of week 10 – Clinical day			
- Asynchronous Session	Analysis of key concepts of rural health	Chapter 30	Discussion board
Friday of week 11 – Clinical day			
1. Asynchronous Session	Presentations		Peer evaluations
Friday of week 12 – Clinical day			
1 Asynchronous Session	Presentations		Peer evaluations
Friday of week 13 – Clinical day			
a) Asynchronous Session	Presentations		Peer evaluations
Friday of week 14 – Clinical day			

**GRADING RUBRICS**

<b>Class/ discussion board participation</b>				
<b>1 point</b>	<b>.75</b>	<b>.50</b>	<b>.25</b>	<b>0</b>
Present and contributed meaningfully to discussion	Present and contributed mostly to the discussion	Present and contributed at points	Present but barely contributed	Not present

Discussion board participation may include other minor assignments such as an extra reading or web site to visit in order to enhance the discussion.

<b>Scholarly Paper</b>	
Select a topic in rural health. 6-8 pages in APA format (inclusive of title page and references). It is suggested that you visit or access the Writing Center for assistance.	
Introduction paragraph – provide the basis for your chosen topic.	10%
Describe the chosen topic – background section	30%
Discuss the chosen topic from the perspective of a rural health care consumer and support your arguments with readings, testimonials, etc.	20%
Summarize your findings to reflect what is important to rural health care consumer in relation to your topic	20%
Grammar and references	10%
APA	10%

**Presentations:** All rural healthcare topics will be considered. The presentations are approximately 10 minutes in length (no more than 10 slides).

<b>Group Presentations: Peer Evaluation</b>			
	<u><b>Above Standard</b></u>	<u><b>At Standard</b></u>	<u><b>Below Standard</b></u>
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Topic/Significance</b>	Fully explained topic and national or international significance	Explained topic somewhat and had some explanation of significance	Either did not fully explain topic or did not show how significant
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Causes/Circumstances</b>	Fully explained root causes of problem as well as historic, socio-economic and other circumstances	Explained root causes somewhat and had little or no circumstantial factors	Did not explain either root causes or circumstantial factors
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Solutions</b>	Addressed solutions from literature, suggested own solutions, and discussed resources needed	Addressed solutions from literature and either suggested own solutions or discussed needed resources	Addressed solutions from literature only or did not address any solutions
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>

<b>Presentation</b>	Informed when relaying material without referencing notes, used computer generated or handmade visuals	Informed while referencing notes, used computer generated or handmade visuals	Unable to accurately relay material and/or did not use visuals
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Sources</b>	Provided list of references in APA format, used various types of sources including websites	Provided list of references, however formatting was incorrect and/or sources were inadequate	Did not provide sources
<b>Overall Grade/Comments</b>	Comments:		<b>TOTAL:</b>

**PROPOSAL FROM THE GRADUATE COUNCIL  
BEGINS ON THE NEXT PAGE.**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Interprofessional Healthcare (IPHC) Date Sept. 17, 2013

Course No. or Level IPHC 500 Title Rural Healthcare

Semester hours 3 Clock hours: Lecture 1 (Online)    Laboratory 6

Prerequisites Junior or seniors with approval of course coordinator, or graduate student status. The enrollment in the class is limited and determined by application process.

Enrollment expectation Limited by application process

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, course description, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature   
Provost's Signature \_\_\_\_\_

Date of Implementation January 2014

Date of School/Department approval N/A Interprofessional

Catalog description: **This service-learning course provides the learner interested in rural healthcare the theoretical foundations and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.**

**Purpose:** This course is developed to continue healthcare screening in rural SC and to provide students interested in any of the healthcare professions the theoretical background to rural health.

**Teaching method planned:** Teaching strategies will consist of online activities including: audio-visual aids, discussions, group work, presentations, written assignments, and computer-assisted instructions. Clinical teaching will include: demonstration, simulation, and observation in the lab/clinical setting, and pre and post conferences

**Learners will apply for a position in this course as they have for the former ARCH program.**

**Textbook and/or materials planned (including electronic/multimedia):**  
**Crosby, R. A., Wendle, M. L., Vanderpool, R. C., & Casey, B. R. (2012). *Rural Populations and Health: Determinants, Disparities, and Solutions*. San Francisco: John Wiley & Sons.**

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

This course will include major concepts about rural health including: rural health theory, access to care, healthcare disparities, palliative care, chronic and acute illness reactions of rural healthcare consumers, healthcare education for rural populations, rural environmental risks for children and complementary therapies used by rural residents.

This online course will present content through discussion, presentations and written assignments. The clinical component of the course will be taking a group of 5 to 6 learners to one of two (2) predetermined healthcare screening stations once a week.

### **Approved Budget**

**Spring 2014 Semester and Ongoing Sustainability of Project  
(Recurring Funds estimated with 10 students per semester)**

- **Expenditures will include adjunct instructor salaries (2)**
- **Supplies for screening**
- **Weekly transportation of student groups to remote screening sites**

**When completed, forward to the Office of the Provost.**

9/03



### **Interprofessional Healthcare**

**COURSE TITLE:** IPHC 500 Rural Healthcare  
**SEMESTER HOURS:** 3 (3:1-6)  
**DAY/TIME:** One hour online & 6 clinical hours per week  
**OFFERED:** Every Semester  
**INSTRUCTORS:** Drs. DeMarco and Wittmann-Price  
**Office Location:**  
**Phone:**  
**Office Hours:**  
**E-Mail Office:**

**PREREQUISITES:** Junior or senior status with approval of course coordinators, or graduate student status. The enrollment in the class is limited by applications. Please send application to Student Health Center. Include a one-page letter of intent and unofficial transcripts.

**COURSE DESCRIPTION:** This service-learning course provides the learner interested in rural healthcare the theoretical foundations and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

1. Understand the theoretical basis of rural health.
2. Incorporate the knowledge and skills about rural culture and populations to provide safe high quality patient screening.
3. Provide safe, effective, and compassionate care to all individuals and families presenting the screening clinic.
4. Incorporate interprofessional communication skills to provide best care.
5. Incorporate evidence-based healthcare information effectively into the patient educational process.
6. Demonstrate and utilize principles of legal and ethical core values of professionalism, altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all patients and families.

#### **Course Access and Navigation:**

This course was developed using Blackboard. To access the course, go to <http://www.blackboard9@fmarion.edu>. Click on the Login button and use your

username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Blackboard system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

**Teaching Strategies:**

Teaching strategies will consist of online activities including: audio-visual aids, discussions, group work, presentations, written assignments, and computer-assisted instructions. Clinical teaching will include: demonstration, simulation, and observation in the lab/clinical setting, and pre and post conferences.

**Textbook(s):**

**Required**

Crosby, R. A., Wendle, M. L., Vanderpool, R. C., & Casey, B. R. (2012). *Rural Populations and*

*Health: Determinants, Disparities, and Solutions*. San Francisco: John Wiley & Sons.

**METHODS OF EVALUATION:**

**Evaluation Methods:**

Assignment	Percent of Final Grade
Case studies presented on Blackboard	25%
Discussion Boards on Blackboard	25%
Presentation about a rural health concept	25%
Written paper about a rural health concept	25%
Service-Learning Clinical Experiences	P/F

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Rounding**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed for a “C” in this course, as this is rounded to an 80.

**ACADEMIC INFORMATION**

**Online Attendance Policy:**

Attendance for this online class goes from Monday through Sunday. To be considered present, students must log on at least one time and make some meaningful contribution

to classmates' learning during the week. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a learner from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a learner from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33 % of a course, a faculty member may still withdraw a learner from a course for violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal. When a faculty member withdraws a learner from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Learners Form, obtains the signature of the Department Chair, and delivers the form to the Registrar's Office.

**Online Participation:**

The purpose of online discussion is to encourage reflection and sharing of different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the week of the posting. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion.

**Written Paper Requirements:**

Proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and use APA guidelines.
- All written assignments must be submitted in blackboard unless instructed otherwise.

**Work Turned in Late:**

Any assignments that are due in an assigned week will be considered on time if submitted by midnight Sunday night. Permission from faculty must be obtained prior to the due date for submission of late work. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, ten percent will be deducted from the final grade. Failure to notify the faculty member of late work will result in an automatic ten percent reduction.

**Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

### **Learner Responsibilities**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog & the University Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### **Academic Dishonesty**

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

### **E-mail**

Electronic mail is an essential component of communication between the Faculty, administration, and learners; therefore, all learners are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail to all faculty and learners must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should concisely address one issue.

### **Phone Usage and Messaging**

Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any academic issues with students. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

### **Social Networking Policy**

Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the FMU, faculty, other learners, clinical experiences, and patient information, in any format are not appropriate on social networking sites. Violations of this policy will result in dismissal from the class for lack of maintaining professional standards.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

### **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in this course. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting online or using vulgar, profane or abusive language
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

### **Disciplinary Action for Unprofessional Behavior**

Unprofessional or disruptive behavior demonstrated by a learner towards another learner, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the

Department Chair and use the procedures as referred to in the *University Catalog* and *Student Handbook*.

3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the faculty member and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

#### **ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

#### **COMMUNICATION POLICY FOR BLACKBOARD**

Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online discussions are an integral part of the course. The intent of online discussions (discussion boards) is to replace the sharing that would occur between learners in the classroom, to allow faculty to identify student learning and correct misconceptions. To help learners become accustomed to working in an on-line classroom, the following guidelines are listed:

1. Learners are expected to check their e-mail daily and discussion board at least every two days for student posts and faculty updates.
2. Each week there will be one (1) discussion board question that requires learner responses. Learners are to respond to each primary question by the end of the day Wednesday of each week.
3. Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
4. A grading rubric will be used to assign grades for each discussion answer. Please find the rubric in the course materials in blackboard, as well as in each course syllabus.
5. Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly.
6. Use a positive and respectful tone.
7. Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in WORD first before posting so you don't regret a response later.
8. Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
9. Reference all information used in your post that is not your own knowledgebase.
10. Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
11. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.

12. Never use patient information that can identify a patient (remember HIPAA).

### **CLINICAL INFORMATION**

Each student will be assigned to one of two clinical sites each semester:

A. Marlboro County– Marlboro Drug Store - 13 N Marlboro Street,  
Bennettsville, SC 29512

B. Williamsburg County – Felician Center, 1000 Thorne Avenue, Kingstree, SC

Three healthcare screening teams that will go out once a week to a consistent site. Each healthcare screening team will include:

Five (5) students

One adjunct for each of two (2) teams

Transportation will be provided

The following healthcare screening will be provided to rural consumers

- Check –in/ health history
- Monitoring cholesterol
- Monitor serum glucose
- Assessing blood pressures
- Assessing BMI
- Check out – healthcare teaching and recommended follow-up

Establish a de-identified database for utilization and outcome studies (IRB approved)

### **Clinical Attendance and Punctuality**

100% attendance and punctuality of all clinical experiences is expected. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the learner for every absence or lateness, but a medical certification does not excuse an absence. The following policies apply to clinical absences and lateness:

- When the learner cannot attend the clinical session, the learner must:
  - Call and speak directly to the assigned clinical faculty member, one hour prior to the start of the clinical session.
  - If the learner is late related to an incident on the way they must call and notify the faculty member.
- Following an absence, learners are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member has the discretion of sending the learner home for clinical lateness.
- The learner who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty, constituting a clinical absence.
- Two clinical absences constitute a clinical failure.

### **Disclaimer**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the

syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

### TOPICAL OUTLINE

Week	Topic	Corresponding Readings	Assignments Due
1. Asynchronous Session	Course & clinical orientation Grading rubrics and assignment expectations		Introductions on discussion Boards
Friday of week 1 – First clinical day and orientation			
2. Asynchronous Session	Rural Health Theory	Chapters 1 & 2	Discussion board
Friday of week 2 – Clinical day			
3. Asynchronous Session	Rural Healthcare Needs & Disparities	Chapters 5 & 15	Discussion board
Friday of week 3 – Clinical day			
4. Asynchronous Session	Case study – Palliative care End of life	Chapter 8	Discussion board
Friday of week 4 – Clinical day			
5. Asynchronous Session	Patterns of responses to symptoms of rural residents	Chapters 9 & 10	Discussion board
Friday of week 5 – Clinical day			
6. Synchronous session	Educating rural residents about health	Chapter 28	Discussion board

Friday of week 6 – Clinical day			
7. Asynchronous Session	Environmental risks for rural children	Chapter 22	Discussion board
Friday of week 7 – Clinical day			
8. Asynchronous Session	Complementary therapies used by rural residents	Chapter 13	Discussion board
Friday of week 8 – Clinical day			
9. Asynchronous Session	Acceptability and access to care	Chapter 14	Discussion board
Friday of week 9 – Clinical day			
10. Asynchronous Session	Chronic Illness	Chapter 11	Discussion board
Friday of week 10 – Clinical day			
11. Asynchronous Session	Analysis of key concepts of rural health	Chapter 30	Discussion board
Friday of week 11 – Clinical day			
12. Asynchronous Session	Presentations		Peer evaluations
Friday of week 12 – Clinical day			
13. Asynchronous Session	Presentations		Peer evaluations
Friday of week 13 – Clinical day			
14. Asynchronous Session	Presentations		Peer evaluations
Friday of week 14 – Clinical day			

**GRADING RUBRICS**

<b>Class/ discussion board participation</b>				
<b>1 point</b>	<b>.75</b>	<b>.50</b>	<b>.25</b>	<b>0</b>
Present and contributed meaningfully to discussion	Present and contributed mostly to the discussion	Present and contributed at points	Present but barely contributed	Not present

Discussion board participation may include other minor assignments such as an extra reading or web site to visit in order to enhance the discussion.

<b>Scholarly Paper</b>	
Select a topic in rural health. 6-8 pages in APA format (inclusive of title page and references). It is suggested that you visit or access the Writing Center for assistance.	
Introduction paragraph – provide the basis for your chosen topic.	10%
Describe the chosen topic – background section	30%
Discuss the chosen topic from the perspective of a rural health care	20%

consumer and support your arguments with readings, testimonials, etc.	
Summarize your findings to reflect what is important to rural health care consumer in relation to your topic	20%
Grammar and references	10%
APA	10%

**Presentations:** All rural healthcare topics will be considered. The presentations are approximately 10 minutes in length (no more than 10 slides).

<b>Group Presentations: Peer Evaluation</b>			
	<u><b>Above Standard</b></u>	<u><b>At Standard</b></u>	<u><b>Below Standard</b></u>
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Topic/Significance</b>	Fully explained topic and national or international significance	Explained topic somewhat and had some explanation of significance	Either did not fully explain topic or did not show how significant
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Causes/Circumstances</b>	Fully explained root causes of problem as well as historic, socio-economic and other circumstances	Explained root causes somewhat and had little or no circumstantial factors	Did not explain either root causes or circumstantial factors
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Solutions</b>	Addressed solutions from literature, suggested own solutions, and discussed resources needed	Addressed solutions from literature and either suggested own solutions or discussed needed resources	Addressed solutions from literature only or did not address any solutions
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Presentation</b>	Informed when relaying material without referencing notes, used computer generated or handmade visuals	Informed while referencing notes, used computer generated or handmade visuals	Unable to accurately relay material and/or did not use visuals
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Sources</b>	Provided list of references in APA	Provided list of references,	Did not provide sources

	format, used various types of sources including websites	however formatting was incorrect and/or sources were inadequate	
<b>Overall Grade/Comments</b>	Comments:	<b>TOTAL:</b>	