

## Cover Sheet: Request 12558

### PHA5007 Pharmacy & Population Health - Change to an S-U course

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Diane Beck beck@cop.ufl.edu
Created	4/19/2018 3:09:57 AM
Updated	4/20/2018 11:06:22 AM
Description of request	<p>Recently, UCC asked the college to develop criteria/a policy to guide whether an elective course should be A-E graded or Satisfactory-Unsatisfactory.</p> <p>The College of Pharmacy has also evaluated required courses to determine whether they are congruent with this policy. In applying these criteria/policy, PHA 5007 was found to be more appropriate as a Satisfactory-Unsatisfactory graded course. The curriculum committee and the course leader support PHA 5007 as a Satisfactory-Unsatisfactory course. PHA 5007 meets both of the criteria below supporting designation as an S-U graded course.</p> <p>College of Pharmacy Course Grading Policy</p> <ol style="list-style-type: none"> <li>1. S-U graded courses:             <ol style="list-style-type: none"> <li>a. An course should be designated as S-U if it meets one or more the following criteria:                 <ol style="list-style-type: none"> <li>i. The course provides an introduction or survey to the topic.</li> <li>ii. The course focuses on development of the Pharm.D. program's affective outcomes (soft-skills). Most assignments and activities that focus on the affective outcomes involve presentations, projects, written assignments, lab focused and/or experiential. The faculty are using multiple rubrics to guide grading in these courses. The faculty are more comfortable with using S-U grading rather than assigning a specific grade since they have not yet accumulated evidences of rubric validity and reliability.</li> </ol> </li> <li>2. A-E graded electives:                 <ol style="list-style-type: none"> <li>a. A course should be designated as A-E graded if it meets the following criteria:                     <ol style="list-style-type: none"> <li>i. The course also has a significant cognitive component where assessments have an exam and patient case assessments. The faculty are using assessment methods where with evidences of validity and reliability.</li> <li>ii. For Electives: Item 1 above and the following: The course content provides an advanced and indepth topic (Pharmacotherapy-related, a Patient Centered Care Focus. Since these are more advanced and in depth, many of these courses lead to a certificate and a graded course is preferred as part of the certificate. The majority of these electives are only available to third year students.</li> </ol> </li> </ol> </li> </ol> </li> </ol>

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Karen Whalen		4/19/2018
PHA 5007 - Population Health and Pharmacy - change to Pass Fail.docx					4/19/2018
College	Approved	COP - College of Pharmacy	Diane Beck		4/20/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/20/2018
No document changes					

Step	Status	Group	User	Comment	Updated
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 12558

### Info

**Request:** PHA5007 Pharmacy & Population Health - Change to an S-U course

**Description of request:** Recently, UCC asked the college to develop criteria/a policy to guide whether an elective course should be A-E graded or Satisfactory-Unsatisfactory.

The College of Pharmacy has also evaluated required courses to determine whether they are congruent with this policy.

In applying these criteria/policy, PHA 5007 was found to be more appropriate as a Satisfactory-Unsatisfactory graded course. The curriculum committee and the course leader support PHA 5007 as a Satisfactory-Unsatisfactory course.

PHA 5007 meets both of the criteria below supporting designation as an S-U graded course.

#### College of Pharmacy Course Grading Policy

1. S-U graded courses:
  - a. An course should be designated as S-U if it meets one or more the following criteria:
    - i. The course provides an introduction or survey to the topic.
    - ii. The course focuses on development of the Pharm.D. program's affective outcomes (soft-skills). Most assignments and activities that focus on the affective outcomes involve presentations, projects, written assignments, lab focused and/or experiential. The faculty are using multiple rubrics to guide grading in these courses. The faculty are more comfortable with using S-U grading rather than assigning a specific grade since they have not yet accumulated evidences of rubric validity and reliability.
2. A-E graded electives:
  - a. A course should be designated as A-E graded if it meets the following criteria:
    - i. The course also has a significant cognitive component where assessments have an exam and patient case assessments. The faculty are using assessment methods where with evidences of validity and reliability.
    - ii. For Electives: Item 1 above and the following: The course content provides an advanced and indepth topic (Pharmacotherapy-related, a Patient Centered Care Focus. Since these are more advanced and in depth, many of these courses lead to a certificate and a graded course is preferred as part of the certificate. The majority of these electives are only available to third year students.

**Submitter:** Diane Beck beck@cop.ufl.edu

**Created:** 4/19/2018 2:57:20 AM

**Form version:** 1

### Responses

**Current Prefix** PHA

**Course Level** 5

**Number** 500

**Lab Code** None

**Course Title** Pharmacy & Population Health

**Effective Term** Fall

**Effective Year** 2018

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** Yes

**S/U Only Status** Change to S/U Only

**Change Contact Type?** No

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Maximum Repeatable Credits** 0

**Change Course Description?** No

**Change Prerequisites?** No

**Change Co-requisites?** No

**Rationale** Recently, UCC asked the college to develop criteria/a policy to guide whether an elective course should be A-E graded or Satisfactory-Unsatisfactory.

The College of Pharmacy has also evaluated required courses to determine whether they are congruent with this policy.

In applying these criteria/policy, PHA 5007 was found to be more appropriate as a Satisfactory-Unsatisfactory graded course. The curriculum committee and the course leader support PHA 5007 as a Satisfactory-Unsatisfactory course.

PHA 5007 meets both of the criteria below supporting designation as an S-U graded course.

College of Pharmacy Course Grading Policy

1. S-U graded courses:

a. An course should be designated as S-U if it meets one or more the following criteria:

i. The course provides an introduction or survey to the topic.

ii. The course focuses on development of the Pharm.D. program's affective outcomes (soft-skills). Most assignments and activities that focus on the affective outcomes involve presentations, projects, written assignments, lab focused and/or experiential. The faculty are using multiple rubrics to guide grading in these courses. The faculty are more comfortable with using S-U grading rather than assigning a specific grade since they have not yet accumulated evidences of rubric validity and reliability.

2. A-E graded electives:

a. A course should be designated as A-E graded if it meets the following criteria:

i. The course also has a significant cognitive component where assessments have an exam and patient case assessments. The faculty are using assessment methods where with evidences of validity and reliability.

ii. For Electives: Item 1 above and the following: The course content provides an advanced and indepth topic (Pharmacotherapy-related, a Patient Centered Care Focus. Since these are more advanced and in depth, many of these courses lead to a certificate and a graded course is preferred as part of the certificate. The majority of these electives are only available to third year students.



4/23/2018 10:51 AM

# PHA5007 Pharmacy & Population Health

Fall 2018

*2 Credit Hours – Satisfactory-Unsatisfactory Grading*

---

*The purpose of this course is to introduce student pharmacists to population health – that is, the health outcomes of a group of individuals, including the distribution of such outcomes within the group. The focus of this course is on pharmacists' roles in population health outcomes, identifying and addressing patterns of health determinants, and policies and interventions that link these two. Foundational concepts learned in this course will be revisited and built upon throughout much of the remainder of the PharmD curriculum.*

---

## Teaching Partnership Leader

Steven M. Smith, Pharm.D., MPH

- Email: [ssmith@cop.ufl.edu](mailto:ssmith@cop.ufl.edu)
- Office: HPNP 3316
- Phone: 352-273-5134
- Office Hours: By appointment ONLY.

*See Appendix A. for Course Directory of Faculty and Staff Contact Information.*

## Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. EPA A4. Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
2. EPA C1. Identify system failures and contribute to a culture of safety and improvement.
3. EPA C2. Recommend solutions to needs in the medication use system and the healthcare system.
4. EPA D2. Exhibit commitment to patients and the community by serving as an advocate and leader.
5. EPA D4. Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies.

4/23/2018 10:51 AM

## Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Develop social sciences knowledge related to principles of public health and the factors affecting the health and wellbeing of populations. Specifically:
  - a. Compare population health from historical and contemporary perspectives.
  - b. Cite examples of special populations that comprise the population and factors to consider when identifying the health needs of a population.
  - c. Describe systematic preventive care, using risk assessment, risk reduction, screening and education.
  - d. Define the biological, social, environmental, and economic determinants of health and implications for population health.
  - e. Describe the problem of health disparities and the impact on the US healthcare system.
  - f. Explain why health literacy is a public health goal.
  - g. Explain why attention to population health is an important priority for US health policy and health systems.
  - h. Explain the role of advocacy and leadership in public health.
2. Collaborate effectively with other team members in evaluating the needs of a special population and recommending strategies to enhance population health.
3. Evaluate the needs of a special population and recommend strategies to enhance population health using an evidence-based approach. Specifically, via an assigned project that will be completed across the course:
  - a. Recognize and evaluate personal, biological, social, economic, and environmental conditions to maximize health and wellness and prevent disease from a population health perspective.
  - b. Compare and contrast the relationship between cultural values, beliefs and health-related behaviors.
  - c. Recommend strategies to minimize health disparities.
  - d. Recommend strategies to promote health literacy.
  - e. Assess the healthcare status and needs of a targeted patient population.
  - f. Recommend how health policy and health systems could enhance the health needs of the special population.
  - g. Recommend advocacy and leadership opportunities for pharmacists that could contribute to addressing the needs of the special population.
4. Describe community-based and national programs and implementation of activities that advance public health and wellness, recognizing opportunities for pharmacist involvement.

## Course Pre-requisites

1. Admission to the Doctor of Pharmacy program.

## Course Co-requisites

1. There are no co-requisites for this course.

4/23/2018 10:51 AM

## Course Outline

Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

<b>Date</b> <i>Recommended Dates for Independent Study</i>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours</b> [hr.]a	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
<i>Week 1</i>	1	<b>Module 1:</b> Introduction to Population Health	3.75hr	Smith	1a, 1c
8/22/17	1.1	Watch: Introduction to Population Health	0.75hr	Smith	
8/22/17	1.2	Watch: A Brief Primer on Population Health	<0.25hr		
8/22/17		Read: What is Population Health?	0.5hr		
8/22/17		Read: Ensuring Population Health: An Important Role for Pharmacy	0.25hr		
<b>8/23/17</b> <b>1:55-3:50pm</b>	1	Active Learning Session 1: <ul style="list-style-type: none"> <li>• Module 1 iRAT and tRAT</li> <li>• Team-Based Learning Application: Population Health Introduction &amp; Overview</li> </ul>	2.0hr	Smith	1a, 1c
<b>8/24/17</b> <b>3:50 pm</b>	1	Post-class assignment due	0.25hr		
<i>Week 1</i>	2	<b>Module 2:</b> Special Populations & Cultural Awareness, Competency, and Diversity	4.5hr	Odedina	1b, 2, 3a, 3b
8/25/17	2.1	Watch: Special Populations Overview	1.0hr	Odedina	
8/25/17	2.2	Watch: Cultural Awareness, Competency, and Diversity	1.25hr	Odedina	
8/25/17	2.3	Watch: "To Treat Me, You Have to Know Who I Am"	<0.25hr		
8/25/17	2.4	Watch: Cultural Declarations	<0.25hr		
8/25/17	2.5	Watch: Silent Beats	<0.25hr		
8/25/17		Read: The Health of Lesbian, Gay, Bisexual, and Transgender People	0.25hr		



4/23/2018 10:51 AM

<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]a</b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
8/25/17		Read: Exploring the Paradox of U.S. Hispanics' Longer Life Expectancy	0.25hr		
8/25/17		Read: Immigration and the health of U.S. black adults: Does country of origin matter?	1.0hr		
8/25/17		Read: The effect of race and sex on physicians' recommendations for cardiac catheterization	0.5hr		
<i>Week 2</i>	3	<b>Module 3:</b> Determinants of Health: Overview of determinants of health, focusing on social and behavioral determinants, and their implications for population health.	4.25hr	Odedina	1d, 2, 3b
8/29/17	3.1	Watch: Determinants of Health 1	0.25hr	Odedina	
8/29/17	3.2	Watch: Determinants of Health 2	0.75hr	Odedina	
8/29/17	3.3	Watch: Health Disparities & Social Inequality	<0.25hr		
8/29/17	3.4	Watch: Genomic and Health Disparities Lecture Series	<0.25hr		
8/29/17		Read: Closing the gap in a generation: health equity through action on the social determinants of health. Focus on the Executive Summary and Chapters 3 & 4.	0.75hr		
<b>8/30/17 10:40-12:35pm All Campus VC</b>	2-3	Active Learning Session 2: <ul style="list-style-type: none"> <li>• Module 2 &amp; 3 iRAT and tRAT</li> <li>• Team-Based Learning Application: Special Populations &amp; Cultural Awareness, Competency, and Diversity; Determinants of Health &amp; Implications for Population Health</li> </ul>	2.0hr	Odedina	1b, 1d, 2, 3a, 3b
<b>8/31/17 12:35 pm</b>	2-3	Post-class assignment due	<0.25hr		

4/23/2018 10:51 AM

<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]a</b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
<i>Week 2</i>	4	<b>Module 4:</b> Health Disparities: Overview of health disparities with focus on U.S. healthcare system.	5.75hr	Odedina	1e, 2, 3c, 3e
8/31/17	4.1	Watch: Health Disparities 1	0.75hr	Odedina	
8/31/17	4.2	Watch: Health Disparities 2	0.5hr	Odedina	
8/31/17	4.3	Watch: Why Is It That? A Look Into Health Disparities	<0.25hr		
8/31/17	4.4	Watch: Health Disparities & Social Inequality	<0.25hr		
8/31/17	4.5	Watch: Project Summary	<0.25hr		
8/31/17		Read: Unequal Treatment: What Healthcare Providers Need to Know about Racial and Ethnic Disparities in Health Care	0.5hr		
8/31/17		Read: ASHP statement on racial and ethnic disparities in health care	0.5hr		
8/31/17		Read: Pharmacogenomics and the Challenge of Health Disparities	0.75hr		
8/31/17		Read: Racializing Drug Design: Implications of Pharmacogenomics for Health Disparities	0.5hr		
<b>9/1/17 8:30-10:25am All Campus VC</b>	4	Active Learning Session 3: • Module 4 iRAT and tRAT • Team-Based Learning Application: Health Disparities in the U.S. healthcare system	2.0hr	Odedina	1e, 2, 3c, 3e
<b>9/2/17 10:25 am</b>	4	Post-class assignment due	<0.25hr		
<i>Week 3</i>	5	<b>Module 5:</b> Health & Wellbeing Across Sectors	2.0hr	S. Smith	1d, 1h, 2, 3g
<b>9/4/17 12:00 pm</b>	5.2	Assignment: Discussion Board Activity: Generating Questions for Discussion Panel			

4/23/2018 10:51 AM

<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]a</b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
<b>9/5/17 1:55-3:50pm All Campus VC</b>	5	Active Learning Session 4: Multidisciplinary Discussion Panel on Population Health	2.0hr	Smith	
<i>Week 3</i>	6	<b>Module 6:</b> Health Literacy	3.5hr	S. Smith	1f, 2, 3d
9/5/17	6.1	Read: Health Literacy Guidance and Standards (CDC)	0.5hr		
<b>9/5/17 11:59pm</b>	6.2	Assignment: Health Literacy for Public Health Professionals (CDC Module)			
<b>9/6/17 1:55-3:50pm All Campus VC</b>	6	Active Learning Session 5: <ul style="list-style-type: none"> <li>• Module 5 iRAT and tRAT</li> <li>• Team-Based Learning Application: Health Literacy in Population Health</li> </ul>	2.0hr	Smith	1f, 2, 3d
<b>9/7/17 3:50pm</b>	6	Post-class assignment due	<0.25hr		
<i>Week 4</i>	7	<b>Module 7:</b> Health Policy & Health Systems in Population Health	4.25hr	Smith	1g, 2, 3f, 4
9/12/17	7.1	Watch: Health Policy Introduction	0.5hrs	Smith	
9/12/17	7.2	Watch: Health Systems & Population Health	0.5hr	Smith	
9/12/17	7.3	Watch: Medicaid & Medicare Primer	0.25hr		
9/12/17	7.4	Watch: Affordable Care Act Primer	0.25hr		
9/12/17	7.5	Read: ASHP Statement on the Role of Health-System Pharmacists	0.5hr		
9/12/17	7.6	Read: Revitalizing Law and Policy to Meet New Challenges. Focus on Chapter 4, specifically, "The Role of Policy as a Determinant of Health"	0.25hr		
<b>9/13/17 1:55-3:50pm All Campus VC</b>	7	Active Learning Session 6: <ul style="list-style-type: none"> <li>• Module 6 iRAT and tRAT</li> <li>• Health Policy &amp; Health Systems Approaches to Population Health</li> </ul>	2.0hr	Smith	1g, 2, 3f, 4

4/23/2018 10:51 AM

<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]a</b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
<b>9/14/17 3:50pm</b>	7	Post-class assignment due	<0.25hr		
<i>Week 4-5</i>		Final Team Presentations	3.0hr	Smith, Odedina	2,3a-g,4
<b>9/18/17 12:00 pm</b>		Assignment: Poster Project			
<b>9/19/17 ORL: 2-5pm GNV: 2-6pm JAX: 2-5pm</b>		In-Class Activity: • Poster Presentation Session: Team will present poster and review posters of other teams.	3.0hr	Smith, Odedina	
<b>9/21/17 1:00-3:00pm</b>		BBB: Final Exam Review Session (Optional)		Smith, Odedina	
<b>9/22/17 1:55-3:55pm</b>	1-7	Final Exam: Modules 1-7 (Comprehensive)	2.0hr		
		Total Contact Hours in Course:	31.0hr		

## Required Textbooks/Readings

There are no required textbooks for this class. Any required readings will be made available on Canvas.

- Use [UF VPN to access UF Libraries Resources](#) when off-campus.
- The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

## Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

## Other Required Learning Resources

N/A

4/23/2018 10:51 AM

## **Materials & Supplies Fees**

None

4/23/2018 10:51 AM

## Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

To pass the course, the student must achieve a total percentage of at least 69.5%.

Assessment Item	Grade Percentage
Individual Readiness Assessment Tests [5 @ 3% ea.]	15%
Team Readiness Assessment Tests [5 @ 3% ea.]	15%
Post-Class Team Assignments [5 @ 2% ea.]	10%
Team Project Faculty Evaluations (Rubric: Appendix B)	50%
Quiz [Comprehensive]	10%
<b>Total</b>	<b>100%</b>

Table 1. Grading Scale

### Post-Class Assignments:

After each TBL session (live classes excepting the Panel Discussion), each team will review, and provide feedback on, answers provided by their peers during the application activity in the TBL session. Feedback will be provided through Canvas and graded, and made available to the respective team. Details for completing each post-class activity will be available in Canvas. Each activity will be due within 24 hours of completing the TBL session.

### Rounding of grades:

Final grades in Canvas will be rounded to the 2<sup>nd</sup> decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Percentage Range	Letter Grade
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

## Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

4/23/2018 10:51 AM

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL:  
<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

## **Pharm.D. Course Policies**

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL:  
<http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

4/23/2018 10:51 AM

## Appendix A. Course Directory

### Teaching Partnership Leader/Course Director:

Steven M. Smith, Pharm.D., MPH

Email: [ssmith@cop.ufl.edu](mailto:ssmith@cop.ufl.edu)

Office: HPNP 3316

Phone: 352-273-5134

Office Hours: By appointment ONLY.

#### Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

### Academic Coordinator:

Candice Walker

Email: [candice.walker@ufl.edu](mailto:candice.walker@ufl.edu)

Office: HPNP 4312

Phone: 352-294-8677

Absence/Tardy Email: [absent1pd@cop.ufl.edu](mailto:absent1pd@cop.ufl.edu) (Visit the [course policy site](#) for further instructions)

### Educational Coordinators:

McKenzie Wallen

Email: [mwallen@cop.ufl.edu](mailto:mwallen@cop.ufl.edu)

Office: Jacksonville Campus

Victoria Savosh

Email: [vsavosh@cop.ufl.edu](mailto:vsavosh@cop.ufl.edu)

Office: Orlando Campus

#### Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)



4/23/2018 10:51 AM

## **Other Teaching Partnership Faculty Members:**

Folakemi Odedina, Ph.D.

Email: [fodedina@cop.ufl.edu](mailto:fodedina@cop.ufl.edu)

Office: Orlando campus

Phone: 407-313-7022

4/23/2018 10:51 AM

## Appendix B. Team Project Faculty Poster Evaluation

<b>Criteria (100 possible points)</b>	<b>Proficient 20 points</b>	<b>Competent 15 points</b>	<b>Advanced Beginner 10 points</b>	<b>Novice 0 points</b>
<b>Project Content (Poster and Verbal Presentation)  (Points weighted 2X)</b>	<p>Thoroughly but concisely presents main points of the project.</p> <p>Comprehensively identifies needs of the special population and recommendations show thoughtful analysis of the issues. Intervention has a clear, direct link to population need/disparity.</p> <p>Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation.</p>	<p>Adequately presents main points of the project.</p> <p>Identifies needs of the special population and recommendations but, analysis of the issues could be improved.</p> <p>Intervention somewhat aligned to population need/disparity.</p> <p>Narration and/or answering of questions is adequate and adds to the presentation.</p>	<p>Main points of the project are presented but the findings are not as sufficient and/or well-organized.</p> <p>Does not fully identify needs of the special population.</p> <p>Recommendations do not show thoughtful analysis of the issues. Intervention is only marginally aligned to the population need/disparity.</p> <p>Narration and/or answering of questions is somewhat lacking.</p>	<p>Main points of project are very poorly presented.</p> <p>Does not fully identify needs of the special population.</p> <p>Recommendations do not show thoughtful analysis of the issues. Intervention unrelated to population need/disparity.</p> <p>Narration and/or answering of questions is lacking.</p>
<b>Visual Presentation of Poster</b>	<p>Overall visually appealing; not cluttered; Colors and patterns enhance readability. Uses font sizes/variations which facilitate organization, presentation, and readability of the project.</p> <p>Graphics are applicable, engaging and enhance the text. Content is clearly arranged so the viewer can understand order without narration.</p>	<p>Visual presentation is adequate. Although overall visually appealing, there are some colors, fonts, and variations that detract the presentation.</p> <p>Graphics are used but may not necessarily enhance the text or are only tangentially related to the project.</p>	<p>Visual presentation needs improvement. Presentation exhibits at least one of the following: visually cluttered, colors and patterns detract from readability, font sizes/variations are distractions; graphics have little meaningful connection with the text. Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration.</p>	<p>Presentation needs significant improvement. The presentation is not appealing, and cluttered. Font sizes/variation are distracting.</p> <p>Graphics are irrelevant or not included.</p> <p>Content arrangement is confusing and does not adequately assist the viewer in understanding order without narration.</p>
<b>Documentation of Sources</b>	<p>Cites all data/ references. References are excellent and show thoughtful insights in addressing the needs of special populations.</p>	<p>Cites all data/ references. Most references show thoughtful insights in addressing the needs of special populations.</p>	<p>Cites all data/ references. References are adequate but do not infer thoughtful identification and analysis of information.</p>	<p>Minimal citation of references/data. References clearly do not infer thoughtful identification and analysis of information.</p>
<b>Spelling and Grammar</b>	<p>No spelling or grammar mistakes.</p>	<p>No spelling or grammar mistakes.</p>	<p>Several spelling and grammar mistakes.</p>	<p>Spelling and grammar mistakes noticeably distracting.</p>

Reference: Adapted from - <http://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/poster-presentation-rubric.shtml>