

GEORGE MASON UNIVERSITY
College of Health and Human Services

Course Syllabus

IMPORTANT: BRING TO EACH CLASS

HAP 465
Integration of Professional Skills and Issues
Thursdays, 1:30-4:10pm

Course Instructor:

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HAP 465 (3:3:0) Integration of Professional Skills and Issues

Course Placement: Required course for all undergraduate Health Administration and Policy (HAP) majors following completion of all other required General Education courses (including English 302). This course fulfills (all or in part) the GMU requirement as a Synthesis Course and Writing Intensive Course for HAP majors. Consequently, class size will be kept small, and course enrollment caps will be enforced.

Senior standing in final semester before graduation is required.

Course Description:

This capstone seminar course assists students in synthesizing the varied dimensions of their roles as health professionals in a global society. It provides students with opportunities to examine issues in health care through reflection on the natural and behavioral sciences, humanities and other prerequisite coursework. Selected topics are examined through reading, writing and discussion. The course content builds on knowledge and skills acquired through coursework and field experience in the major and general education as well as through life experience. Application of the literature in professional practice and related disciplines is expected in both formal and informal writings on issues. Student writings and presentations receive written self-evaluation as well as formal review by peers and multiple faculty members involved in teaching the course. (*Writing intensive course*)

Course Objectives:

1. Explore the current role of a health professional in relation to society's present and future health needs.
2. Examine strategies for applying theory and research to the health professional role.
3. Analyze the impact of cultural diversity on the development of the role as a health professional.
4. Examine the relationship of client outcomes to the health professional role.
5. Demonstrate effective oral and written communication.
6. Use appropriate presentation strategies and technologies in oral presentations.
7. Incorporate strategies for further career development within the health field.
8. Examine strategies for managing role transition from student to professional.
9. Analyze importance of collaboration among the many disciplines within the health professions.
10. Integrate the varied dimensions of the role of a health professional within the health field.
11. Exhibit responsible professional membership through participation in student, professional, civic, and community organizations.

Teaching strategies:

1. Student presentations to class
2. Group discussion
3. Scholarly project
4. Self-evaluation
5. Peer evaluation
6. Conference with faculty member
7. Audio-visual materials

Criteria for a WRITING INTENSIVE COURSE

Students are:

1. Required to write frequently, as an integral part of learning and thinking about the materials and methods of the course. Not all this writing need be graded, but may include informal writings via in-class exercises and/or the keeping of an assigned notebook, log or journal; this writing includes collaborative projects.
2. Required to receive specific instruction in how to do the assigned writing, this instruction including some use of class time plus written instruction via handouts or e-mail; this instruction may also include assigned reading and discussion of published writing guides pertinent to the types of writing common in student's major field.
3. Required to submit a draft on which the teacher gives them detailed feedback and graded so that student writing can be improved. Then students resubmit a revised draft for grading.
4. Required to submit at least 3500 words of graded writing (about 14 standard double-spaced pages); this does not count ungraded writing exercises, ungraded logs, etc. The 3500 words should be divided among two or more assignments (a 1st draft & final draft of the same paper qualify as the two different pieces of writing).

Comment [GG1]: Syllabus contains WI Statement.

Comment [GG2]: Students are required to write at least 2 assignments.

Comment [GG3]: Syllabus indicates multiple class sessions that address different writing strategies.

Comment [GG4]: Students are required to write at least 3,500 words.

Course Requirements

1. GROUP PRESENTATION

Students are required to **plan and implement a GROUP class presentation** based on the course objectives. A presentation topic will be assigned by the instructor to each group related to their career interest, and will be graded according to *Guidelines for Development and Evaluation of Class Presentation* (pgs. 14-15, 20-22). Individual students in each group will receive a grade. **(30% of the grade)**

2. POSITION STATEMENT PAPER

Students are required to **write a position statement paper about a selected topic**, approved by faculty and related to a controversial health care issue of their choice from a list. Requirements include a thesis statement, detailed outline, initial draft, graded first draft, and graded final draft, all typed in APA format and submitted at designated times. Conferences with faculty are encouraged to provide ongoing supervision and assistance with the paper as needed. The paper will be graded according to *Guidelines for Development and Evaluation of the Position Statement* (pgs. 26, 29-31). The length of each paper draft should be at least 2500 words (9 to 10 standard double-spaced pages) with an additional pages for title and work cited. Students are encouraged to schedule at least one appointment with the GMU Writing Center. **(35% of the grade)**

Comment [GG5]: Syllabus indicated writing resources that are available to students.

Comment [GG6]: Syllabus indicated writing resources that are available to students.

Comment [GG7]: Syllabus describes all major writing assignments.

3. REFLECTIVE ESSAY

Students are required to **write a reflective essay** that encourages them to discuss how their learning has contributed to who they are as imminent health care professionals, how each learning experience links them with their professional skills or values, how their learning magnifies their strengths as a health care professional, and how one of their program challenges helped them to acknowledge their weaknesses and what they have done to overcome them. They will reflect on what they have learned about their chosen profession through their academic experiences and summarize how these experiences will create a positive impression of them as health care professionals. The paper will be graded according to *Guidelines for the Reflective Essay* (pgs. 33-35). Paper length should be approximately 1000 words (about 4 standard double-spaced pages). **(15% of the grade)**

4. HOMEWORK

Students are required to complete five (5) homework assignments based on the course textbook and other class activities, and will receive a collective grade for all homework. Assignments are included in the *Homework Schedule* on pages 5-6 of the syllabus. **(10% of the grade)**

5. CLASS PARTICIPATION

Students will receive a grade related to their **fulfillment of their responsibility as a class member**, based on: a) attendance, b) punctuality, c) preparation, d) participation-quality, e) in-class writing and discussion, and f) peer & self evaluation. *This grade will be assigned at the end of the course by the instructor considering the student's participation and based on Individual Evaluation Guidelines* (pg. 37). **(10% of the grade)**

WRITTEN ASSIGNMENTS MUST BE:

1) **UPLOADED TO BLACKBOARD (final draft of paper only) OR**

2) **E-MAILED TO THE INSTRUCTOR BEFORE CLASS BY THE DUE DATE.**

The instructor may also require students to submit a paper copy of written assignments.

Required Text:

D. Hacker and N. Sommers. *A Writer's Reference*, Eighth Edition (c) 2014. Bedford/St. Martin's Publishers. ISBN-13: 978-1457666766 ISBN-10: 1457666766

OTHER RESOURCES:

To improve their **WRITING** skills, students are encouraged to contact the University Writing Center, Robinson A, Room 116 (993-3660), **PRIOR to the position paper draft due date.**

To improve their **PUBLIC SPEAKING** skills, students are encouraged to contact the English Language Institute, Robinson B, Room 338 (993-3660) and/or visit: <https://www.pinterest.com/explore/public-speaking-activities/>

Bibliographic Formats for Citing Electronic Information:

American Psychological Association website: <http://www.apastyle.org/elecref.html>
The OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>

GMU Web Sites for Writing Assistance:

Writing Across the Curriculum website: www.gmu.edu/department/wac
The George Mason University Writing Center: www.gmu.edu/department/writingcenter

Evaluation Distribution:

Position Paper	35%
<i>First Draft</i>	60%
<i>Final Draft</i>	40%
Seminar Presentation	30%
Reflective Essay	15%
Homework	10%
Student Participation	10%

Comment [GG8]: Syllabus describes grading criteria for all major writing assignments.

Attendance in this course is required. Any absence must have prior approval by the faculty. Unexcused absences will lower the participation grade by one letter. Lack of participation in class may also lower the grade; this includes punctuality and early departure without prior approval of your instructor.

Students must follow the guidelines of the University Honor Code.

See <http://www.gmu.edu/catalog/apolicies/#TOC> H12 for the full Honor code. *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters of academic work.*

Students must agree to abide by the University policy for Responsible Use of Computing.

See <http://mail.gmu.edu> and click on Responsible use of Computing.

If you are a student with a disability and you need academic accommodations, please see Debbie Wyne and contact the Disability Resource Center (DRC) at (703) 993-2427. All academic accommodations must be arranged through DRC.

UNDERGRADUATE GRADING SYSTEM

There will be no rounding up of grades in this course, so the whole number of the grade achieved will be the recorded grade and any fractions will be dropped.

Written requirements that are handed in late without prior permission of the faculty member will have five percentage points deducted from the total grade each late day, excluding weekends and holidays.

The following grading scale will be applied to the grades in this course.

A passing grade is considered a C or above:

A+	99-100	D	60-69
A	94-98	F	0-59
A-	90-93		
B+	87-89		
B	83-86		
B-	80-82		
C+	77-79		
C	73-76		
C-	70-72		

HOMEWORK SCHEDULE

DUE DATE(S)

HOMEWORK to be turned in to Instructor

CLASSES #2-5
September 10 – October 1

Preparation for *Mini Presentations*
(Bring 2 new articles each class)

CLASS #3, Sept 17

Homework #1

- Read text chapters **B** (basic grammar), **G** (grammatical sentences), **P** (punctuation and mechanics).
Also, if English is not your primary language, read text chapter M.
- Write 3 strengths and 3 weaknesses you have in grammar and punctuation. Describe how you will apply the text instruction to overcome your weaknesses. ***1-page minimum.***

CLASS #4, Sept 24

Homework #2

- Edit and re-write *Personal Statement* drafted in class Sept 17. Please type.
- Read text chapters **S** (sentence style), **W** (word choice).
- Write how you used these sections of the book in revising your personal statement. ***1-page minimum.***

NOTE: *Mini-presentation* article for this week should be an editorial or persuasive article.
SEE EXAMPLES POSTED ON BLACKBOARD

CLASS #5, Oct 1

Homework #3

- Read text chapter **A** (academic writing).
- For an article chosen for the *Mini-presentations*:
 - Sketch an outline of the article.
 - Evaluate/critique the reasonability of the arguments presented in the article. The article must be about a debatable issue, and include cited research to support an argument(s) made on the issue. ***1-2 pages.***

CLASS #6, Oct 8

Homework #4

- Read text chapter **R** (researching).
- From a secondary-source article that includes cited research to support a debatable issue:
 - Find 2 primary sources and locate/read the original, primary-source articles.
 - Summarize the relevant findings/recommendations of each primary source.
 - Compare the information in the primary sources to the information used from these sources in the (secondary) article. Note any differences in content and interpretation. Follow the outline of chapter **R** in your written analysis. *1-2 pages.*

CLASS #8, Oct 22

Homework #5

- Read text chapter **APA**.
- Compile 5 in-text citations from your draft position paper to submit **with** their APA-formatted corresponding references.

CLASSES #7-12
Oct 15 – Nov 19

PREPARATION FOR GROUP PRESENTATIONS

- 1) Review **2 references** from the group's presentation outline distributed the week before their presentation.
- 2) Bring **2 questions** to class based on the references you read, and being prepared to discuss what you have read by participating in the Q&A portion of the group's presentation.

HAP 465 CLASS SCHEDULE Thursdays
BRING THE FULL COURSE SYLLABUS TO EACH CLASS!

Class	Date	Topic
# 1	9/3	<p><u>Overview of Course & Syllabus/Blackboard Review</u> In-class writing #1: <i>Student Self-Assessment/Career Goals</i> (APPENDIX B, page 11) Activity: Review Position Paper guidelines/potential topics (APPENDIX D, pgs 23-31)</p> <p>HOMEWORK: Review the following websites and sign up for daily alerts from the site(s) of your choice. You will find and bring to each class TWO articles from these sites or other credible sites of your choice, and be prepared to present them informally to the class. If time allows, these MINI-PRESENTATIONS will be followed by brief discussions on the topic, its implications on healthcare, and the role of the healthcare professional in addressing the issue. Continues through October 8</p> <p>www.healthleadersmedia.com http://www.bizjournals.com/washington or www.bizjournals.com (any city) http://www.medicalnewstoday.com/ (Make sure any information you pull from this comes from a credible source) http://chsolutions.typepad.com/communityhealthnews/ http://www.communityhlth.org/ (This has both community health news and is a possible networking source) http://www.jhsph.edu/publichealthnews http://phpartners.org/news.html http://www.who.int/en/ (This one is obvious) http://www.worldhealthnews.harvard.edu/</p>
# 2	9/10	<p><u>Lecture: Presenting Professionally</u> Activity: Discuss Position Paper topics (APPENDIX D, pages 24-25) Activity: Mini-presentations #1</p>
# 3	9/17	<p><u>Lecture: The Cardinal Rules of Grammar</u> In-class writing #2: <i>Personal Statement</i> (see Handouts on Blackboard; print/bring to class) Activity: Group assignments for presentations, based on <i>Self-Assessment</i>, (APP C, page 13) Activity: Mini-presentations #2 DUE in class: Homework #1 (pgs 5-6)</p>
# 4	9/24	<p><u>Lecture: Writing a Thesis Statement</u> In class writing #3: <i>Thesis Statement writing</i> (APPENDIX D, page 27) Activity: Mini-presentations #3 DUE in class: Homework #2 (pgs 5-6); Revised Personal Statements</p>
# 5	10/1	<p><u>Lecture: Writing, Position Paper Preparation</u> Activity: Mini-presentations #4 DUE in class: Homework #3 (pgs 5-6) DUE by Email: Position Paper topics, Draft thesis statements DUE in class: Group contract Group #1 Meeting with Instructor</p>
# 6	10/8	<p>In-class writing #4: <i>Position on a current event</i> (HANDOUT) Activity: Mini-presentations #5 DUE in class: Group #1 Presentation Outline DUE in class: Homework #4 (pgs 5-6) Group #2 Meeting with Instructor</p>
# 7	10/15	<p>Group #1 Presentation In-class writing #5: <i>Review/grade 2-3 sample position papers</i> (HANDOUTS) DUE in class: Presentation References/Questions DUE in class: Group #2 Presentation Outline DUE by Email: Final thesis statements Group #3 Meeting with Instructor</p>

Comment [GG9]: Syllabus indicates multiple class sessions that address different writing strategies.

- # 8 10/22 **Group #2 Presentation**
 Lecture: Citing Sources in Academic Papers
 Activity: Complete Evaluation Part A (APPENDIX G, page 39)
DUE in class: Homework #5 (pgs 5-6)
DUE in class: Presentation References/Questions
DUE by Email: Outline of Position Paper
DUE in class: Group #3 Presentation Outline
 Group #4 Meeting with Instructor
- # 9 10/29 **Group #3 Presentation**
 Position Paper Q&A
DUE in class: Presentation References/Questions
DUE in class: Group #4 Presentation Outline
 Group #5 Meeting with Instructor
- # 10 11/5 **Group #4 Presentation**
 Lecture: Performing Blind Peer Reviews
DUE in class: Position Paper draft to peers for review- 2 per student (APPENDIX D, page 28)
DUE in class: Presentation References/Questions
DUE in class: Group #5 Presentation Outline
 Group #6 Meeting with Instructor
- # 11 11/12 **Group #5 Presentation**
 Lecture: Guidelines for Reflective Essay
DUE in class: Position Paper draft due back from peers
DUE in class: Presentation References/Questions
DUE in class: Group #6 Presentation Outline
 Activity: Complete Evaluation Part B (APPENDIX G, page 40)
- # 12 11/19 **Group #6 Presentation**
DUE in class: Presentation References/Questions
DUE to Safe Assign: Position Paper Final Draft
- 11/26 *NO CLASS – Thanksgiving Holiday*
- # 13 12/3 Lecture: Recommendations to Improve Final Position Papers
Position Paper final drafts returned via Email
 Activity: Student Presentations of Reflective Essays
DUE by Email: Reflective Essay
- # 14 12/10 LAST DAY OF CLASS
 Presentation by GMU Career Services
 Activity: Student Presentations of Position Papers
 Activity: Complete Course Evaluation
DUE by Email: Final Position Paper

Comment [GG10]: Syllabus describes that the instructor will provide feedback on writing.

Comment [GG11]: Syllabus indicates required draft deadline and revision deadline, with sufficient time for thoughtful faculty feedback and for student revision.

APPENDICES

APPENDIX A Page 10
Integration of Professional Skills and Issues
As a UNIVERSITY SYNTHESIS COURSE

APPENDIX B Page 11
Student Self-Assessment Form

APPENDIX C Pages 12-22
Materials for Classroom Presentation Assignment

APPENDIX D Pages 23-31
Materials for Position Statement Paper Assignment

APPENDIX E Pages 32-35
Materials for Reflective Essay Assignment

APPENDIX F Pages 36-37
Guidelines for Classroom Participation

APPENDIX G Pages 38-40
Materials for Student Evaluations

APPENDIX A

HAP 465 Integration of Professional Skills and Issues As a UNIVERSITY SYNTHESIS COURSE

Every student receiving an undergraduate degree from George Mason University is required to fulfill the university general education course requirements. These general education requirements include an approved synthesis course. The GMU General Education Committee approved HAP 465 as a university synthesis course and the course is recognized as meeting the university general education requirements for a synthesis course as follows:

Communication Competence:

Students work in small groups to make presentations for discussion by the whole class of significant issues in the health care environment. Each small group must have faculty approval for the topical outline prior to presentation. Students prepare handouts and visual aids for the class.

Students reflect on health care issues through reading, writing and discussion. Students participate in peer evaluation of oral and written communication skills. They provide feedback to each other on the content, as well as the persuasiveness, of their oral and written arguments.

Faculty Credentials:

A team of seasoned Department of Health Administration and Policy (HAP) faculty will focus on a wide array of content material that will assist students in bringing together their previously acquired knowledge from these general education courses and integrate it with discipline specific content. These faculty members will work together to oversee and evaluate the students' work in this course. Faculty who are selected to teach in this course have multiple years experience coaching undergraduate students in preparing and executing group projects around health care issues. In addition, they commit to extra hours of preparation for the evaluation of the content and process of student presentations.

Class Size:

HAP limits the enrollment in this course to 25 students in each section so that the instructor can give adequate attention to each group of 3-4 students developing their issue presentation, and to each student individually on his/her writing assignments.

General Education Synthesis:

As stated in the course description, students work together in this course to "examine issues in health care through reflection on the natural and behavioral sciences, humanities and other prerequisite coursework." The students draw on their quantitative skills and fluency with IT skills in analyzing and presenting statistical data related to their issues.

They are expected to collaborate using all their "knowledge and skills acquired through coursework and field experience in the major and general education as well as through life experience" to discuss issues of importance to them as they transition from the student role to the health professional role.

The intent of the course is to draw on the core of general education shared by all of the students in combination with their knowledge and experience in their majors to examine broad issues facing all health professionals.

Emphasis is placed on health care as an integral part of society as a whole, as well as the importance of health care professionals' participation in issues at local, national and international levels. Students are encouraged to read broadly in the social and behavioral sciences in preparing their presentations, to develop an historical perspective on the issues, and to evaluate economic and political features of the issues. Cultural and ethical considerations are themes present throughout every presentation.

Expected Student Outcomes/Assessment Plan Summary:

The intent of the course is to prepare students to use their critical thinking skills, oral and written communication skills, background knowledge and knowledge in their major to examine issues in health care through diverse perspectives.

Each student is evaluated (as an individual and as a small group member) on contributions to the accomplishment of the course objectives. The contributions are judged through self-evaluation, peer-evaluation and teacher evaluation. In addition, each student is given the opportunity to prepare feedback on the course and the instructor.

APPENDIX B

HAP 465
Integration of Professional Skills and Issues

STUDENT SELF-ASSESSMENT FORM - *Due at the end of the first class.*

Name: _____ Phone: _____ E-mail: _____

Personal objectives for this course: _____

Briefly describe your WRITING strengths and limitations:

Strengths: _____

Limitations: _____

How would you like to use this class to enhance your writing skills?

Briefly describe your PUBLIC SPEAKING strengths and limitations:

Strengths: _____

Limitations: _____

How would you like to use this class to enhance your public speaking skills?

Discuss your post-graduation academic and career goals. What would you like to do after graduation? What are your long-term career plans? *Be specific.* _____

APPENDIX C

GEORGE MASON UNIVERSITY
College of Health and Human Services

HAP 465
Integration of Professional Skills and Issues

CLASSROOM PRESENTATION ASSIGNMENT
MATERIALS

Topics for Group Classroom Presentations

Students will be assigned by the instructor to topics and groups for the group presentation assignment, based in part on information provided by the student in their *Self Assessment/Career Objectives* (Appendix B) class exercise.

The general format for each group presentations is to include the following:

Part One: Introduction and Background Research on the Topic (about 30 minutes or 1/3 of total time)

Part Two: Description of Project, Program, or Policy Developed to Address the Topic or Issue
(about 1 hour or 2/3 of total time)

Part Three: Final List of References Provided

Part Four: Audience Q&A, Discussion

Remember that *each* student's presentation in the group must be about 20 minutes in length.

Guidelines for Development and Evaluation of Class Presentation (GDECP)

Class presentation will be graded using these guidelines and **will account for 30% of the final course grade.**
Each student will receive an individual grade.

Class Presentation Objectives:

1. Demonstrate professionalism in public speaking.
2. Demonstrate the ability to work effectively in a group.
3. Demonstrate the ability to prepare and present a comprehensive amount of information in an organized and interesting manner.
4. Demonstrate the ability to communicate effectively with healthcare professionals.

Class Presentation Requirements:

1. The professor must approve topic.
2. Each student is expected to participate fully in each class presentation by coming prepared, contributing to the discussion, participating in activities, and constructively contributing to evaluations.
3. Each student is required to submit a written evaluation, analyzing the group's presentation and critiquing his or her own presentation skills.

Class Presentation Guidelines:

1. **Development and Preparation**
 - a. Have a topic, methodologies and outline reviewed by the course instructor 2 class periods before presentation. Be prepared to stay 15-20 minutes at the end of class this week to discuss with the faculty.
 - b. Have outline and draft reference list stated in writing and **distribute** at least **one week class period in advance** of presentation.
 - c. Reference list should be representative of authoritative sources in health care and based on literature search utilizing library and Internet, etc.
 - d. Preparation should include identification of strategies for alternative learning activities should original plans not be effective.
2. **Presentation: EACH STUDENT'S PRESENTATION SHOULD LAST ABOUT 20 MINUTES.**
 - a. Plan to be organized in your presentation but be flexible in adjusting to the needs of the audience.
 - b. Pay attention to your manner of presentation (e.g., appropriate appearance, posture, poise, voice tone, enunciation, correct language, rate of speech, sense of humor, and enthusiasm).
 - c. Plan the use of illustrative strategies (e.g., blackboard, A-V presentation, handout, deliberate group activities, demonstrations, etc.).
 - d. Pay attention to the employment of appropriate teaching/learning principles (use of objectives, restate review, modify & evaluate).
 - e. In your preparation provide yourself with enough depth so that you are able to provide interest and insight into the subject.
 - f. Plan your management of your group (use of time, methodologies for eliciting audience and individual participation, keeping the presentation focused, recognizing if needed etc.).
 - g. Plan to keep the focus of the class presentation on the predetermined topic.
 - h. Familiarize yourself with the IT equipment prior to the class.

3. **General Information**
 - a. Take a leadership role during the evaluation period.
 - b. Allow adequate time for evaluation.
 - c. Plan the climate of evaluation so that it is open and comfortable.
 - d. Consider how to elicit and provide BOTH positive and constructive feedback for you and the other group members.
4. **Audience Guidelines for Oral & Written Evaluation of the Group Presentation**
 - a. Consider the requirements for preparation, presentation and evaluation. Were they met? Give examples to support your judgment.
 - b. Identify specifically how the class presentation could have been improved (fewer activities, more discussion, more organized etc.).
 - c. Provide the presenters with specific constructive feedback. Identify the strengths of presentation. Identify the limitations of the presentation give concrete suggestions for strengthening these limitations.
5. **The Class Presentation will be graded by the professor using the form provided in the syllabus. The audience will complete the peer evaluation sheet found in the syllabus.**
6. The Class Presentation represents 30% of the total course grade.

* **The professor will grade the seminar facilitation using the evaluation rubric and audience feedback.**

** **Audience members are required to evaluate the seminar using the *peer evaluation* sheet found on page 19 of the syllabus.**

*** **Each group member will complete a *group evaluation* using the form provided on page 17 of the syllabus.**

**** **Each member of the group must write a 1-2 paragraph evaluation of their own presentation skills, due by email after the classroom presentation. This is separate from the group evaluation and should be a reflection on individual, not group, performance.**

Class Presentation Group Evaluation Criteria for Group Members

GROUP PROJECT GUIDELINES

Collaborative learning and group interaction are valued as integral aspects of the learning experience here at GMU. Given this, you will gain experience and enhance your group interaction, problem-solving, and communication competency skills through this group project. This project will afford you the opportunity to work closely with colleagues learning about a social issue of importance to you. Equally importantly, it provides our learning community with an opportunity to gain knowledge through the sharing of information about an important topic via your group presentations.

The project consists of **three** components: 1) creating a group contract; 2) conducting collaborative research about your issue for an informal presentation and a formal presentation to our learning community; and 3) completing a group assessment.

Group Contract: Due: October 1

Based on your individual preferences, you have been assigned to a particular study group. *As a group*, you will first create a Group Contract to develop a shared understanding for successfully completing the collaborative project.

The purpose of a Group Contract is to help you develop team cohesiveness and prevent negative conflict by discussing each group member's expectations; it is also a resource for you in the event conflict does arise. The contract must be typed and signed by each member of the group. In addition to making sure that I have a copy, I encourage each of you to keep a copy of the signed contract.

Your Group Contract should cover the following points:

- How will you work to create a positive group experience and how you will work to avoid the pitfalls of "problem groups" from your past?
- What goals do you have as a team?
- How will you establish governance, that is, what rules do you want to create for how the team will operate?
- By what methods will communication be maintained across group members? For example, how often will you meet? Where will you meet? How will you coordinate your team efforts? Consider how you can use technology/ies to your advantage.
- How do you plan to share the work for and contribute to the presentations, e.g., what will be the responsibilities of various team members?
- How will you deal with conflicts and/or problems that may emerge in your group? It is important to discuss the group's expectations and the consequences of not participating or being involved in the group process now so that your contract can address this effectively.
- How will you determine if or when I should be consulted if the group is having problems?
- What else? Include any other points needed to ensure that you start off on the right foot.

Group Classroom Presentation Tips

1. Use current references, unless classics in the field.
2. Make sure all reproduced articles and handouts are legible and contain the complete citation.
2. Regarding teaching-learning activities, be creative. Pull from history, art, music, literature, poetry, games, video, and your imagination. The method you use to involve your classmates is critical to a successful seminar.
3. Analyze the length of time each part of the seminar will take so you do not feel pressured for time.
4. Do a rehearsal of the seminar before your presentation, including testing of all equipment.
5. The seminar must be at the highest level of professionalism; please dress appropriately and address your fellow students as colleagues.
6. Begin the seminar on time. Do not wait for tardy students to arrive. Finish the seminar on time.
7. Make your topic interesting and creative. Your classmates will appreciate your efforts.

HAP 465

Peer Review Evaluation of Class Presentation

PRINT SEVERAL COPIES FOR IN-CLASS USE

Evaluator: _____ Date: _____

Group Presenters:

Topic: _____

1. What specifically made this seminar effective?

2. How did the individual group members contribute to the effectiveness of the seminar?

3. I learned something from these two important points.

4. I would have liked to have had more said about the following.

5. What detracted from the learning experience?

6. What enhanced the learning experience?

Evaluation of the Group Presentation

Date: _____ Instructor: _____ Course: _____ Student Names: _____

Elements	Highly Competent (4) Exceeds Expectations	Competent (3)	Needs Improvement (2)	Not Competent (1)
1. Preparation/Teamwork				
Outline & References	Outline prepared for meeting w/ instructor 2 weeks prior to presentation date. Creative & turned in the class prior to the presentation. Objectives adequately identified. All sources relevant & credible. All sources cited either orally or in writing (i.e. on PP slides or on handouts).	Outline creative & prepared in advance, but did not meet preparation deadlines. Objectives adequately identified. Most sources relevant & credible. Most sources cited either orally or in writing.	Outline prepared in advance, needs improvement. Objectives present, but ambiguous. Some sources relevant & credible. Some sources cited either orally or in writing.	Outline not prepared in advance. Objectives unclear or irrelevant. No relevant sources. No sources cited either orally or in writing.
Group Dynamics	Group contract thorough and turned in on time. Excellent group dynamics and clear that all group members contributed equally.	Group contract limited but on time. Adequate group dynamics – appears that group members adequately shared responsibilities.	Group contract limited and late. Somewhere between adequate and fair evidence that group shared responsibilities.	Group contract incomplete or missing. Poor group dynamics – Not clear that group shared responsibilities equally.
2. Analysis of Problem/Issue				
Identification, Content, Scope	Problem clearly identified, explicit. Full explanation of topic and background. All aspects and limitations considered.	Problem adequately identified and described. Adequate explanation of topic; some important background information omitted. Most aspects/limitations considered.	Problem/issue present, but unclear. Background information omitted; incomplete explanation of topic. Few aspects/limitations identified or explored.	No explanation of problem, background, or aspects of the topic.
Solution(s)	Thorough and correct professional-level solution provided.	Appropriate solution – would need refinement from supervisor.	Solution needs major revision.	Solution incorrect.

Elements	Highly Competent (4) Exceeds Expectations	Competent (3)	Needs Improvement (2)	Not Competent (1)		
3. Content						
Command of Material & Depth of Knowledge	Excellent command of material and in-depth of understanding of subject matter. Highly accurate in explanation. No reading from notes or slides. Ideas expressed fluently in own words.	Adequate command of material evidence of understanding subject matter. Some information omitted. Reads from some slides. Occasionally struggles to find words.	Somewhere between adequate & fair coverage and command of material.	Poor. Major concepts and information omitted. Struggles often to find words. Reads most of presentation.		
Organization (relevance of info & structure of presentation)	All information relevant and well-organized – included introduction, main body and conclusion. Presentation follows stated objectives. Excellent transitions and context-setting.	Adequate – information usually relevant with reasonable structure. Most material presented following outline and objectives. Some use of transitions.	Fair content and structure. May or may not follow outline and objectives. Organization may cause some audience difficulty following presentation.	Poor. Purpose unclear – information disjointed or inadequate. Poor structure.		
Illustrative Strategies	Effectively used a combination of illustrative strategies, such as media, handouts, charts, visuals, & examples. Slides interesting and well-formatted.	Some variety in media types. Slides correct and well-formatted.	Minimal variety in media types. Slides with some errors or inconsistent formatting.	Only 1-2 types of media used. Slides with errors, inconsistent formatting, or lack of clarity.		
4. Presentation Skills						
Communication Quality: Verbal	Exhibits professional language, rate of speech, vocal tone, and articulation. Fluid natural delivery.	Adequate delivery, pace and volume. Speaks fairly clearly, with adequate variations in vocal intonation for emphasis.	Somewhere between adequate to fair pace and volume and adequate to fair voice qualities.	Poor. Halting, uneven pace. Not all words intelligible due to mumbling or speaking too softly, too quickly or in a monotone.		
Professional Quality of Presentation: Nonverbal	Exhibits professional appearance, posture, poise, & enthusiasm. Uses gestures and expressiveness to enhance presentation, appears comfortable & natural.	Neutral. Faces audience. Occasionally uses gestures and body movements appropriately but may be a little stiff, Well dressed	Somewhere between adequate to fair - no positive use of body language, some gestures distracting – or dress borderline.	Distracting mannerisms. (Possibly sways, paces or fidgets, distracts audience, dressed questionably).		

Elements	Highly Competent (4) Exceeds Expectations	Competent (3)	Needs Improvement (2)	Not Competent (1)
Engagement, Eliciting interest	Completely engaged audience by developing rapport, used greeting, eye contact, humor, and enthusiasm. Excellent methods of eliciting audience discussion and participation that used educational strategies such as emphasis of material and review to aid in application of learning. Adjusted to the needs of the audience based on verbal and non-verbal cues. Participation sparked the interest of the audience as demonstrated by audience participation. Kept discussion on track.	Somewhat engaged audience, adequate rapport established, used greeting, eye contact, some humor. Most of audience listening. Adequate attempt to elicit audience participation with some use of educational strategies to aid in application of learning. Paid some attention to the audience, resulting in adjustment to audience needs. Some interest shown by the audience as demonstrated by participation. Kept discussion on track fairly well.	Somewhere between some audience engagement and no engagement. Somewhere between and adequate and fair attempt to elicit audience participation. Little attention paid to audience needs. Little audience interest. Discussion ran too long or not long enough.	Poor. No audience engagement. No introduction or greeting, poor eye contact, audience disinterested. No activity or attempt to elicit audience participation or review learning. No attention paid to audience need. Lack of audience interest. Unable to keep discussion on track.
5. Evaluation				
Discussion and reflection	Prepared a well-designed and interactive discussion period. Submitted a thoughtful self-evaluation the class after the presentation.	Loosely structured discussion period. Submitted a brief self-evaluation the class after the presentation.	Minimal or poorly designed discussion period. Submitted self-evaluation late or without thoughtful reflection.	No discussion period. Did not turn in self-evaluation.
Points	/44	/33	/22	/11
Total Points				

Grade Conversion Table

Points	44-43	42-40	39-37	36-34	33-30	29-27	26-24	23-20	19-16	15-13	11
% Grade	100-99	98-94	93-90	89-87	86-83	82-80	79-77	76-73	70-72	69-60	59
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F

Comments:

APPENDIX D

GEORGE MASON UNIVERSITY
College of Health and Human Services

HAP 465

POSITION STATEMENT PAPER ASSIGNMENT
MATERIALS

Broad Topic Suggestions for Position Paper

U.S. Healthcare Administration, Policy, and Law

- Mandatory Vaccination for Healthcare Workers
- Malpractice (Tort) Reform: Who is to blame, systemic issues, how to fix: states vs. federal authority?
- Scope of Practice of Mid-level practitioners (NPs, PA, Nurse Anesthetists/Midwives): Where should the line be drawn with primary care physicians?
- Pharmaceutical Pricing/Use of Generic vs. Brand Name Drugs/Patent length and expediency
- Impaired Healthcare Professionals: Extent of/Ways to deal with Problem - Punitive vs. Prescriptive
- FDA Regulation of Vitamins and Herbal Supplements
- Insurance Coverage of Non-traditional Medicine: Should health insurance companies cover? (e.g., acupuncture, chiropractic, homeopathic medicines)
- Should Marijuana be legalized for medical reasons? If so, should it be under state or federal government authority?
- Nurse-Patient Ratios in Hospitals: Should they be mandated by the government to assure quality of care? Should authority rest with the federal or state government?
- Medical Imaging and Radiation Exposure: Do the risks outweigh the benefits?
- Admission Quotas and Affirmative Action in Health Professions Education
- Incentives for Organ Donation in the U.S.: Should they driven by altruism or money?

U.S. Community / Population Health

- Direct-to-Consumer Advertising of Prescription Drugs: Should it be banned?
- “Sin Taxes” and Public Health Promotion
- Reducing the Epidemic of Public Firearm Murders: Better Mental Health Detention/Treatment **or** Tighter Gun Control Laws?

- FDA Drug/Device Approval Process: Does it effectively ensure patient safety/quality of care?
- E-Cigarettes: Help or Hazard?
- Genetic Testing
- Safety of Pesticides and Insecticides
- Traumatic Brain Injuries in Sports: Can they be effectively prevented?
- Genetically Modified Foods in the U.S.: Should they be approved and regulated by the FDA?
- Diagnosis and Treatment of Children with ADHD
- Gastric Banding of Morbidly Obese Adolescents

Global Health

- USAID: Pick a program and present arguments for its continuance or discontinuance.
- Genetically Modified Foods: Are they necessary to fight world hunger?
- Buying drugs from other countries and quality assurance issues

All topics must be approved by the instructor BEFORE starting work on the Position Paper.

Guidelines for the Development of the Position Paper

Individual Assignment:

You are required to write a cogent paper describing a position on a professional issue related to health care.

Grade Breakdown:

The Position Statement will account for **35% of the course grade** (Polished draft = 60%, Final draft = 40%).

Requirements of the Position Statement:

1. Each paper draft should be **at least 2500 words** (about 9 standard double-spaced pages, plus additional pages for title and references).
2. Use section headings as instructed, to include: Introduction, Background, Opposing Arguments, Supporting Arguments, and Conclusion.
3. Clearly state your position on an issue in a concise manner in an introductory paragraph. Identify the audience for whom the position statement will be useful.
4. Describe the background of the issue that constitutes the rationale for the topic being labeled as an issue. Background must include contemporary, relevant data and appropriate citations. Remember this is NOT an opinion paper. Therefore the background should include:
 - Terminology related to your issue
 - Legitimate research done on your issue in the form of internal documentation.
 - Descriptions of the impact this data has on your issue.
5. When presenting your argument, discuss both sides of the issue and clearly state the position you are supporting. Identity and include defensible documentation supporting your position (such as: standards, codes, regulations, policy, criteria, and research findings).
6. Bring the paper to a logical conclusion by summarizing the essence of the argument and then conclude by restating your thesis or position in similar words used in the introduction to your position.
7. Apply principles of good composition, including appropriate sentence structure, grammar and meticulous attention to detail in every aspect of your writing. Strict APA Format standards will be applied to the grading of your paper so pay close attention to citations within the text and in the list of work cited. These standards also apply to the draft.
8. The draft is to be a polished draft, **not a first or rough draft**. This draft will also be graded according to the above criteria and will account for **60% of the paper grade**. The final draft will account of **40% of the total position paper grade**.

Comment [GG12]: Grading criteria, description of writing assignment, and description of specific strategies and conventions necessary for student success on this assignment.

Thesis Statement

Some defining features of a thesis (followed by links to several examples):

- for most student work, it's a **one- or two- sentence statement** that explicitly outlines the **purpose** or point of your paper. A thesis is to a paper what a topic sentence is to a paragraph
- it should **point toward the development or course of argument** the reader can expect your argument to take, but does not have to specifically include 'three supporting points' as you may have once learned
- because the rest of the paper will support or back up your thesis, a thesis is normally **placed at or near the end of the introductory paragraph.**
- it is **an assertion that a reasonable person could disagree with** if you only gave the thesis and no other evidence. It is not a fact or casual observation; **it must beg to be proved.** And someone should be able to theoretically argue against it (how successfully will depend of course on how persuasive *you* are)
- **it takes a side on a topic** rather than simply announcing that the paper is about a topic (the title should have already told your reader your topic). Don't tell a reader *about* something; tell them *what about* something. Answer the questions "how?" or "why?"
- it is sufficiently **narrow and specific** that your supporting points are necessary and sufficient, not arbitrary; paper length and number of supporting points are good guides here
- it argues **one main point** and doesn't squeeze three different theses for three different papers into one sentence
- **most importantly, it passes [The "So What?" Test](#)**

Practice recognizing the above points with the explanations and examples at the following web pages:

- [The Statement of your Thesis](#) out of the University of Victoria Writer's Guide
- [Exercises on Choosing the Best Thesis](#) from the Empire State College Writer's Complex, plus the explanatory part on [Developing a Research Thesis](#)
- [The Thesis Statement](#) plus [an interactive exercise](#) from the University of Richmond's Writer's Web

Peer Reviewer Tips

The purpose of doing a peer review of another's paper or of having your paper reviewed is to give or receive constructive feedback regarding writing in progress. The intent of this type of feedback is to point out the strengths and weaknesses in the writing that are not always apparent to the writer after working so closely with the piece. The feedback should always be accepted in the spirit with which it is given. Many students find it difficult to review another's paper in fear of being perceived as being critical. But one must remember that reviewing another's writing is a professional responsibility and is done to assist another writer to improve his or her writing.

Below are a few tips that might assist you in becoming a better peer reviewer.

1. First, read the entire document to get a sense of the whole.
2. Read the document a second time. This time, attempt to understand the main concepts the writer is trying to emphasize.
3. Next, go through the paper and identify what you like about the paper and what is clear to you. Give specific comments that support your remarks.
4. Next, tell the writer what is unclear in the writing and why.
5. You may want to pose questions that more specifically help the writer understand where points do not connect. Example: How does this area relate to your thesis statement or to your main point?
6. Take a look at the transitional sentences that introduce the new paragraph or connect the new information to the main point. If they are not doing their job, let the writer know.
7. While reviewing this writing, remember that even very talented and experienced writers use editors or reviewers in assisting them in making their writing clear. When you publish your first article, your editors will not be nearly as nice as your peer reviewer is in this course.
8. Seriously consider the feedback you will receive from your student colleague. The feedback should not be interpreted as criticism but as a gift that will help you in becoming a better writer.
9. Writing is a very personal experience. Sharing your writing with another makes you feel vulnerable. Smith (1999) in an article published in the *Journal of the Virginia Writing Project* states, "Writing taps directly into our fear of being judged, of being exposed to the world in all of our imperfect splendor" (p.18). Be mindful of this and be genuine in your desire to assist and become a trusted colleague within the group. Possessing these traits is necessary in becoming a GREAT peer reviewer!

Smith, J. (1999). Why is writing difficult? *The Journal of the Virginia Writing Project*, 20 (5), 18-19.

Evaluation of the Position Paper (35% of Course Grade)

Date: _____ Student Name: _____ 1st Draft (60% of paper grade) or Final Draft (40% of paper grade) (circle)

Elements	Highly Competent (4) Exceeds Expectations	Competent (3)	Needs Improvement (2)	Not Competent (1)	Not Done (0)
1. Problem/Position					
Thesis statement & introduction	Clearly identified, explicit.	Adequately identified and described.	Problem/issue present, but ambiguous.	Problem/issue not present or unclear.	Thesis statement not present
Background	Background sets the stage & is not part of argument.	Background does an adequate job of setting the stage.	Background has some argument points.	Background does not adequately set the stage for the current issue.	Background absent.
2. Analysis					
Position or supporting thesis argument	Clearly stated with at least 3 well developed defenses.	Well stated with at least 2 developed defenses.	Vaguely stated with at least 1 limited defense.	Poorly stated with no defense.	Supporting arguments not present.
Opposing argument	Minimum of 3 alternate points of view well explored.	Thoroughly considered attention to minimum of 2 alternate views.	Some attention to at least 1 alternate view.	Obvious alternate views ignored.	Opposing arguments not present.
3. Investigation					
Use of Sources materials	All sources relevant, appropriate, credible –(primary or secondary sources).	Most sources relevant, appropriate, credible–(primary or secondary sources).	Some sources are relevant, appropriate, credible –(primary or secondary sources).	Inadequate number of sources; No sources are relevant, appropriate, credible.	Reference page absent.
4. Writing Skills					
Organization	Ideas flow smoothly, clearly linked to each other and organized under headings – Introduction, Background, Argument & Conclusion. Ideas well incorporated into a coherent argument or solution.	Ideas tend to flow smoothly, usually linked to each other and properly organized under headings - Introduction, Background, Argument & Conclusion. Ideas incorporated into a fairly coherent argument or solution.	Ideas are incomplete, make little sense together, not well organized under headings - Introduction, Background, Argument & Conclusion. Some ideas are used in argument or solution.	Ideas are tangent, makes no sense together. Ideas lack connection or coherence.	Required paper sections absent.

Elements	Highly Competent (4) Exceeds Expectations	Competent (3)	Needs Improvement (2)	Not Competent (1)	Not Done (0)
Style	Paragraphs with clear topic sentences and multiple supporting sentences. Variety of sentence structures in active voice. Appropriate, high level word choice.	Paragraphs include topic sentences and some supporting sentences. Generally well chosen sentence style and word choice.	Paragraphs missing clear topic sentences; sparse supporting sentences. Sentence style errors; overuse of passive voice. Word choice errors; low level vocabulary.	Poorly organized paragraphs. Extensive slang, inappropriate language, and low level word choices.	No paragraph segmentation.
Grammar, Mechanics, & Formatting	Use of proper grammar and mechanics throughout Proper use of APA format throughout.	Mostly used proper grammar and mechanics throughout. Adequate use of APA format throughout.	Weak use of proper grammar and mechanics throughout. Weak use of APA Format.	Improper grammar and mechanics throughout. Improper APA throughout.	Paper not in APA format.
5. Conclusion(s)					
Synthesis and Conclusions	All points summarized & synthesized/Conclusions based on evidence/sound methods	Some points summarized & synthesized, Most conclusions based on evidence used with adequate methods	Summary points briefly mentioned, weak synthesis Conclusions drawn & errors presented	No synthesis or summary Conclusions ignored; maintains preconceived views regardless of evidence	Conclusion absent
Total Points	/36	/27	/18	/9	
**Score used for a measure of critical thinking outcomes and Individual students must obtain a minimum critical thinking score of 21 in order to be considered competent					

Strengths: _____

Weaknesses: _____

Additional Comments: _____

Paper Grade _____

Letter Grade _____

Points/Grade

36 = 100%	21 = 72-73%
35 = 99%	20 = 70-71%
34 = 98%	19 = 68-69%
33 = 97%	18 = 66-67%
32 = 95-96%	17 = 64-65%
31 = 93-94%	16 = 62-63%
30 = 90-92%	15 = 60-61%
29 = 88-89%	14 = 58-59%
28 = 86-87%	13 = 56-57%
27 = 84-85%	12 = 54-55%
26 = 82-83%	11 = 52-53%
25 = 80-81%	10 = 50-51%
24 = 78-79%	09 = 0-49%
23 = 76-77%	
22 = 74-75%	

APPENDIX E

GEORGE MASON UNIVERSITY
College of Health and Human Services

HAP 465

REFLECTIVE ESSAY ASSIGNMENT
MATERIALS

GEORGE MASON UNIVERSITY
College of Health and Human Services

HAP 465

Guidelines for the Reflective Essay

The importance of reflection has been realized in education circles for a long time. John Dewey stated back in 1910 in his book, *How We Think*, that reflective thinking is an “active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations” (p. 11). You are called to do that in this course in the form of a short reflective essay as you look back on your undergraduate education in order to assess what you have learned about yourself and your area of study.

Reflection is a process of looking back, in an attempt to learn from your experiences and to use that learned experience to improve yourself over time. Looking back over the past few years of your course work in your general education courses and the course work in your major should help you in your job search and in deciding on your direction in the work world. Ask yourself how each learning experience has contributed to your professional development.

As you begin looking back and making judgments about what you have accomplished while at George Mason University, remember to reflect on what experiences prompted learning during complex problem-solving situations. This type of thinking will provide you with an opportunity to step back and examine how you solved problems and how a particular set of problem solving strategies assisted in helping you to achieve your goals (Lin, 1999). Writing about these life changing experiences can help you to learn what you have been thinking and can help you to focus your thinking toward your career goals. Ask yourself questions that seek reasons and evidence. Health care is becoming increasingly complex and information is changing more rapidly, prompting professionals in the field to constantly rethink, switch directions, and change problem-solving strategies (Moon, 1999). Reflection will improve your these skills.

In this essay, discuss how your course requirements prompted you to develop strategies in applying new knowledge to complex situations in your learning activities. What higher-order thinking skills prompted you to a) relate new knowledge to prior understanding, b) think in both abstract and conceptual terms, c) apply specific strategies in novel tasks, and d) understand your own thinking and learning strategies? Share the information that you feel is important or has been most influential to your critical thinking and learning. Identify how your learning experiences have contributed to the accomplishment of your professional goals or to the enhancement of your skills.

This assignment requires self-assessment through your understanding of what you do well and what you still need to improve. Effective reflection will help you examine what you were thinking when you worked on each course. Reflect back on how your maturation as a

Comment [GG13]: Grading criteria, description of writing assignment, and description of specific strategies and conventions necessary for student success on this assignment.

learner developed throughout your undergraduate education. Explain how your learning is relevant to real-world situations and how it provides integrated experiences. Use the following statements to guide you as you link your work to your professional growth throughout your program of study.

In writing this reflective essay you will:

- Discuss how your learning contributed to who you are as a soon-to-be health care professional.
- Discuss how each learning experience links you with your professional skills or values.
- Discuss how your learning magnifies your strengths as a health care professional.
- Discuss how one of your program challenges helped you to acknowledge your weaknesses and tell what you have done to overcome them.
- Reflect on what you have learned about your profession through your academic experiences.
- Summarize how these experiences will create a positive impression of you as a health care professional (Reynolds, 2000).

The essay should be at least 1,000 words in length – excluding title page, doubled-spaced using proper APA format.

References:

Dewey, J. (1910). *How We Think*, Boston: D.C. Heath & Co.

Lin, X., Hmelo, C., Kinzer, C. K., & Secules, T. J (1999). Designing technology to support reflection, *Educational Technology Research & Development*, 43-62.

Moon, J. A. (1999). *Reflection in learning and professional development: Theory and practice*. London: Kogan Page.

Reynolds, N. (2000). *Portfolio Teaching, A Guide for Instructors*. Boston: Bedford/St.Martin's.

Reflective Essay
15% of Assignment Grade

Evaluation Criteria

1. _____ **30** Demonstrates evidence of meaningful reflection.
 - Discusses how learning contributed to transformation from student to professional.
 - Discusses how academic study helped link self with professional skills or values.
 - Discusses how learning has magnified strengths
2. _____ **10** Discusses how one program challenge helped to acknowledge personal weaknesses.
Explains what has been done to overcome them.
3. _____ **20** Reflects on how academic experiences affected career choice.
4. _____ **20** Effectively summarizes how learning experiences have created a positive impression of self as a soon-to-be professional.
5. _____ **20** Apply principles of good composition including appropriate sentence structure and proper grammar.
Apply APA Format to this reflective Essay. Include a title page.

Total Points /100 = _____ = _____ Grade

Comments:

APPENDIX F

GEORGE MASON UNIVERSITY
College of Health and Human Services

HAP 465

CLASS PARTICIPATION
GUIDELINES

**GEORGE MASON UNIVERSITY
HAP 465**

Guidelines for Participation Grade

Name: _____

Class Participation is 10% of the course grade, and is calculated as follows (based on 100 points as the total):

- + Attendance for the entire seminar (2 points per class x 14 classes): **28 points**
- + Punctuality: **minus 1 point per class for lateness**
- + Mini-presentations: preparation/delivery: **25 points**
- + In-class writing exercises: **25 points**
- + Preparation for group presentations (read 2 resources & be prepared to question/discuss); contribution to class discussion: **12 points**

Class #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Attendance														
Punctuality														
Mini-presentations preparation/delivery	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
In-class writing exercises		N/A			N/A			N/A	N/A	N/A	N/A	N/A	N/A	N/A
Preparation for Group Presentations; Classroom contributions														

N/A = Not Applicable

APPENDIX G

GEORGE MASON UNIVERSITY
College of Health and Human Services

HAP 465

STUDENT EVALUATION
MATERIALS

Systematic Evaluation: Part A

1. Comment on the course thus far regarding:
 - a. Content

 - b. Methods of presentation/ assignment

2. Comment on written materials provided for this class:
 - a. Syllabus

 - b. Guidelines for the requirements

 - c. Any other specific areas? Identify and comment.

3. Describe how you feel about the course thus far.

GEORGE MASON UNIVERSITY
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HAP 465

Systematic Evaluation: Part B

1. Indicate your thoughts on grading procedures for this course.
2. What areas of this class have been particularly interesting or helpful to you?
3. If you missed classes, indicate what has hampered your attendance.
4. List any suggestions for improvement or ideas that you think might refine and/or enhance this course.

**Use the back of the paper if necessary. You need not sign your name.
Thank you for helping to make this course better.**