



Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: **Health Sciences**

Department: **Clinical Health Sciences**

Degree or Certificate Level: **BS**

College/School: **Doisy College of Health Sciences**

Date (Month/Year): **09/08/2020**

Primary Assessment Contact: **Julie Wolter**

In what year/cycle was the data upon which this report is based collected? **AY 2019-2020**

In what year/cycle was the program's assessment plan most recently reviewed/updated? **AY 2018-2019**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Program Learning Outcome (PLO) #1

Students will communicate effectively to express issues in healthcare.

Program Learning Outcome (PLO) #3

Students will demonstrate effective team skills when collaborating on healthcare projects.

Program Learning Outcome (PLO) #5

Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO #1 – Students will communicate effectively to express issues in healthcare

HSCI 1000 Intro to Health Sciences: Small group discussions

- Students discuss healthcare issues that include comparing global policies related to mental health. This assignment requires that students link to the World Health Organization Mental Health Atlas: Country Profiles. A worksheet is provided to students with specific information required to compare two countries policies.

HSCI 2500 Human Development: Life History Project

- This project is aimed at providing students with the opportunity to learn, understand and to apply theories and concepts of human development. There are two parts of the assignment. The first part of the assignment includes a “life history”. A life history includes an interview to learn of the variety of experiences that affect human development. The second part includes an “observation”. The objective of the observation is to give students the opportunity to observe an infant, child or adult to determine developmental milestones and characteristics. Student will integrate the life history and observation data, supported by theory and concepts learned in class, into the written or video documentary form. Rubrics are used to grade every aspect of this assignment and graded by the instructor.

HSCI 4600 Hot Topics in Healthcare: Current health topic research/reflection paper

- A paper served as the artifact to assess this PLO. Groups of students were assigned to research a health topic that would help correct healthcare issues. They were then assigned to individually write a reflection of the topic surrounding their experience with the activity/topic.

PLO #3 – Students will demonstrate effective team skills when collaborating on healthcare projects

HSCI 4500 Consumer Health: Childhood Obesity project

- This PLO was not able to be accomplished in the Spring 2020 due to COVID-19.

PLO #5 – Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.

HSCI 1000 Intro to Health Sciences: Small group discussions pertaining to ethical health care issues

- This small group discussion is measured by dialogue documented in a blog. The blog is evaluated by the instructor.

HSCI 4500: Consumer Health: Healthcare encounter role playing

- Role playing different healthcare professionals in a clinical setting was the artifact to assess this PLO. Students were assigned roles in each scenario that portrayed different situations that healthcare professionals could possibly encounter. They were to enact the correct way to engage a patient/family that is dealing with the health issue.

3. Assessment Methods: Evaluation Process

What process was used to *evaluate the student artifacts*, and by whom? Please identify the tool(s) (e.g., a rubric) used in the process and include them in/with this report.

PLO #1 – Students will communicate effectively to express issues in healthcare

HSCI 1000 Intro to Health Sciences: Small group discussions

- Students work in small groups to discuss several healthcare issues. The instructors observe that students demonstrate that they can effectively express issues in healthcare.

HSCI 2500 Human Development: Life History Project

- Students define specific theories and behaviors relevant to issues in healthcare in written or video form. These artifacts are evaluated using a rubric by the instructor.

HSCI 4600 Hot Topics in Healthcare: Current health topic research paper

- Students select their own current healthcare topics in consultation with the instructor. These artifacts are evaluated using a rubric by the instructor.

PLO #3 – Students will demonstrate effective team skills when collaborating on healthcare projects

HSCI 4600 Hot Topics in Healthcare: Childhood Obesity project

This PLO was not able to be accomplished in the Spring 2020 due to COVID-19

PLO #5 – Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.

HSCI 1000 Intro to Health Sciences: Small group discussions pertaining to ethical health care issues

- Instructor observes that students express their desire to learn more (Magis) about ethical issues they will be facing when they become practitioners in the healthcare field.

HSCI 4500: Consumer Health: Healthcare encounter role playing

The instructor observed the individual role playing examples. It was evident that the students demonstrated the necessary skills to demonstrate Jesuit values. The students refined these values during the experience as they worked through the objectives.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

PLO #1 – Students will communicate effectively to express issues in healthcare

HSCI 1000 Intro to Health Sciences: Small group discussions

- Over 90% of the class received a ranking of “A” indicating an understanding of issues in healthcare.

HSCI 2500 Human Development: Life History Project

- Over 80% of the class received a ranking of “A” on the rubric indicating an ability to analyze, evaluate and create a manuscript or video expressing issues in healthcare.

HSCI 4600 Hot Topics in Healthcare: Current health topic research/reflection paper

- Review of the rubric shows that over 90% of the students achieved

PLO #3 – Students will demonstrate effective team skills when collaborating on healthcare projects

HSCI 4500 Consumer Health: Childhood Obesity project

- This PLO was not able to be accomplished in the Spring 2020 due to COVID-19

PLO #5 – Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.

HSCI 1000 Intro to Health Sciences: Small group discussions pertaining to ethical health care issues

- Instructor observed that at least 90% of students express their desire to learn more (Magis) about ethical issues they will be facing when they become practitioners in the healthcare field.

HSCI 4500: Consumer Health: Healthcare encounter role playing

- Instructor observed that over 90% of the class were able to express themselves appropriately in the different scenarios that were presented.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

PLO #1 – Students will communicate effectively to express issues in healthcare

HSCI 1000 Intro to Health Sciences: Small group discussions

- Reflecting on the observation of students in their ability to express issues in healthcare, we defined areas that we could consider covering in future course.

HSCI 2500 Human Development: Life History Project

- Using the current assessment rubrics, students demonstrated an application level. This information provides confirmation that we are challenging students at the appropriate level.

HSCI 4600 Hot Topics in Healthcare: Current health topic research/reflection paper

- Using the current assessment rubrics, the students demonstrated a synthesis level. The addition of the ability for the students to provide a reflection about the project brought them to this level.

PLO #3 – Students will demonstrate effective team skills when collaborating on healthcare projects

HSCI 4500 Hot Topics in Healthcare: Childhood Obesity project

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PLO #5 – Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.

HSCI 1000 Intro to Health Sciences: Small group discussions pertaining to ethical health care issues

- The faculty have learned that we can challenge our students on this topic.

HSCI 4500: Consumer Health: Healthcare encounter role playing

- The instructor learned that the addition of the reflection paper provided the students the ability to reflect on what they saw and presented and how it could affect the clinical interaction with patients.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A.** When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Specific to all PLOs

Program faculty members discuss the results and findings of each assessment cycle in early September in a dedicated meeting for Assessment Review.

Since this is the first year for the current assessment plan/rubrics, the question was discussed whether the rubric should be changed to increase the outcome from application

to synthesis for the next assessment cycle.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

PLO #1 – Students will communicate effectively to express issues in healthcare

HSCI 1000 Intro to Health Sciences: Small group discussions

- The faculty will be assessing how a small group discussion can be done more successfully remotely.

HSCI 2500 Human Development: Life History Project

- The faculty will reduce the number of students on each of the teams. Small groups working on the observation is more efficient and the learning is more effective with a small number of students in a team.

HSCI 4600 Hot Topics in Healthcare: Current health topic research/reflection paper

- The instructor evaluated adding a discussion piece for the student to be able to explain the issue with the class.

PLO #3 – Students will demonstrate effective team skills when collaborating on healthcare projects

HSCI 4600 Hot Topics in healthcare: Childhood Obesity project

This PLO was not able to be accomplished in the Spring 2020 due to COVID-19

PLO #5 – Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.

HSCI 1000 Intro to Health Sciences: Small group discussions pertaining to ethical health care

issues

- The faculty have discussed how small group discussion can be delivered remotely more efficiently.

HSCI 4500: Consumer Health: Healthcare encounter role playing

- The instructor will be adding a reflection paper to the activity. This will allow the students to thoughtfully review the information. The assessment will need to be adjusted to show this change.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

- A.** What is at least one change your program has implemented in recent years as a result of assessment data

The faculty discussed the use of reflection papers in some of the courses.

- B.** How has this change/have these changes been assessed?

The papers were read and assessed by the individual instructors as to the topic/assignment.

- C.** What were the findings of the assessment?

The instructors that used reflection papers found that over 90% of the students did well in expressing themselves about the topic/assignment and understanding the topic.

- D.** How do you plan to (continue to) use this information moving forward?

Adding reflection papers will provide the instructor the information as to the students understanding of the topic/assignment. If the student's reflections demonstrate a lack of understanding, then the instructor can evaluate and make the necessary changes for the next year. It will allow for an ongoing process of evaluation.

GENERAL TIPS FOR SUCCESS

Responses should be clear & concise

Respond (only) to what is being asked, but be sure to answer the questions asked

Include enough detail so the reader can easily follow it

Submit current rubrics
 Submit updated rubrics when appropriate
 Course grades and assessment don't mix

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #1): Students will communicate effectively to express issues in healthcare.		
Knowledge/Comprehension**	Application/Analysis**	Synthesis/Evaluation**
<ul style="list-style-type: none"> Identifies effective communication when expressing issues in healthcare 	<ul style="list-style-type: none"> Develop effective communication when expressing issues in healthcare 	<ul style="list-style-type: none"> Demonstrate effective communication when expressing issues in healthcare

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #3): Students will demonstrate effective team skills when collaborating on healthcare projects.		
Knowledge/Comprehension**	Application/Analysis**	Synthesis/Evaluation**
<ul style="list-style-type: none"> Identifies effective team skills when collaborating on healthcare projects 	<ul style="list-style-type: none"> Applies effective team skills when collaborating on healthcare projects 	<ul style="list-style-type: none"> Exhibits effective team skills when collaborating on healthcare projects

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #5): Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.		
Knowledge/Comprehension**	Application/Analysis**	Synthesis/Evaluation**
<ul style="list-style-type: none"> Defines ethical behaviors related to health sciences rooted in Jesuit values 	<ul style="list-style-type: none"> Examines the qualities of Jesuit values related to ethical behaviors in health sciences 	<ul style="list-style-type: none"> Integrates the qualities of Jesuit values related to ethical behaviors in health sciences

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #5): Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.		
Knowledge/Comprehension**	Application/Analysis**	Synthesis/Evaluation**

CURRENT RUBRICS IN PLACE

HSCI1000 Small Group Discussion Mental Health

NAME

INSTRUCTIONS: Please follow the directions.

Enter the World Health Organizations Health Topics “Mental Health” Mental Health Atlas – 2017 country profiles at https://www.who.int/mental_health/evidence/atlas/profiles-2017/en/#U.

Choose country profiles.

Country 1		Country 2	
Total population		Total population	
Suicide mortality rate		Suicide mortality rate	
Mental Health System Governance			
Stand-alone mental health policy or plan for mental health (MH)		Stand-alone mental health policy or plan for mental health (MH)	
MH policy/plan contains specific indicators or targets		MH policy/plan contains specific indicators or targets	
Policy is in line with human rights covenants		Policy is in line with human rights covenants	
Stand-alone law for MH		Stand-alone law for MH	
There is ongoing collaboration in the area of mental health with Service users and family or caregiver advocacy groups.		There is ongoing collaboration in the area of mental health with Service users and family or caregiver advocacy groups.	
Resources for Mental Health			
The care and treatment of persons with major mental disorders included in national health insurance or reimbursement schemes in your country		The care and treatment of persons with major mental disorders included in national health insurance or reimbursement schemes in your country	
How the majority of persons with mental disorders pay for mental health services		How the majority of persons with mental disorders pay for mental health services	
The government’s total expenditure on mental health on mental health		The government’s total expenditure on mental health on mental health	
Total number of mental health professionals		Total number of mental health professionals	
Total number of child psychiatrist		Total number of child psychiatrist	
Mental Health Service Availability and Uptake			
Mental health outpatient		Mental health outpatient	

facilities		facilities	
Mental hospitals		Mental hospitals	
Psychiatric units in general hospitals		Psychiatric units in general hospitals	
Forensic inpatient units		Forensic inpatient units	
Residential care facilities		Residential care facilities	
Total number of inpatients		Total number of inpatients	
Admissions that are involuntary		Admissions that are involuntary	
Mental Health Promotion and Prevention			
Existence of at least two functioning programs		Existence of at least two functioning programs	
Existence of a suicide prevention strategy.		Existence of a suicide prevention strategy.	

HSCI2500 Life History Project Rubrics

Progress Report Guidelines, Rubric and Peer Review*

100 Points

Please provide the following information in the Progress Report. Your team should be able to provide the following information.

1. *Interviewee/observee Information:* Explain in detail how your team found the interviewee/observee and why your team chose to interview this person, child, etc.?
2. *Interview Event:* Describe in detail when and where the interviews occurred (or will occur) as well as anything about the process of interviewing that may be relevant to life histories or observation.
3. *Information Recording:* Describe in detail how the team kept (will keep) track of the interview information?
4. *Organizing the Information:* Explain in detail how the team did (will) take the information and arrange it into a life history and observation? (In other words, state the team's research methods.)
5. *References:* Document the team references.

This Progress Report provides instructors with the progress the teams are making on their projects.

	Advanced	Accomplished	Developing	Beginner	See Me!	
Criteria	20	18	18	10	0	Total

Interviewee Information	Explains in detail how the team found and chose the interviewee/observee.	Explains in detail how the team found the interviewee/observee, but now how chosen.	Explains in detail how the team chose, but now how the interviewee/observee was found.	Does not explain in detail how the team found and chose the interviewee/observee.	The team has not chosen anyone to interview/observe.	
Interview Event	Describes in detail where and when interviews occurred (or will occur) and process of interviewing.	Describes in detail where and when interview occurred (or will occur) but nothing about the process of interviewing.	Does not describe in detail where and when interview occurred (or will occur), but included process of interviewing.	Does not describe in detail where and when interview occurred (or will occur) nor the process of interviewing.	The team did not include interview event information.	
Information Recording	Describes in detail how the team kept (will keep) track of the interview/observation information.	Describes with some detail how the team kept (will keep) track of the interview/observation information.	<i>DOES NOT APPLY</i>	Does not describe in detail how (will) the team kept track of the interview/observation information.	The team did not include how information would be recorded.	
Organizing the information	Explains how the team took (will take) the information and arrange into a life history and observation.	Explains with some detail how the team took (will take) the information and arrange into a life history and observation.	<i>DOES NOT APPLY</i>	Does not explain in detail how the team took (will take) the information and arrange into a life history and observation.	The team did not include information about how the information collected will be organized.	
References	References are thorough and well thought out. (At least 3 references)	There are some references, but not adequate. (2 references)	<i>DOES NOT APPLY</i>	Inadequate references (1 reference)	There are no references.	
Total	100					

***PLEASE BE SURE TO COMPLETE THE FOLLOWING PROGRESS REPORT 1 PEER EVALUATION SHEET.**

Name _____

Progress Report 1 Peer Evaluation Sheet

Instructions: Use this form to evaluate the merits of each team member. This will be handed in individually to maintain the confidentiality of the assessment. Use the following likert scale to determine the level of participation of each team member.

Rarely/never = 1, Occasionally/sometimes = 2, All/most of the time = 3

Team Member	Did fair share of work	Was cooperative/ did agreed upon task	Contributed to ideas/ planning	Was available for communication	Was positive and helpful	Contributed to overall project success	Total

The “Project Total” referred to in the grading rubric indicates the score that the overall project has earned. The peer evaluation determines the final grade of each team member. When evaluating your team member, be honest. The following is the breakdown of how the score of the peer evaluation affects your project grade.

Peer Evaluation Average	Point Equivalent of Project Grade
18-16 points	100%
15-13 points	90%
12-10 points	80%
9-7 points	70%
6-4 points	60%
< 4 points	40%

Examples:

- Peer evaluation score is 18 points, project grade = 100, therefore your project grade = 100%.

- Peer evaluation score is 15 points, project grade = 100, therefore your project grade is 90% (100*.90).
- Peer evaluation score is 12 points, project grade = 100, therefore your project grade is 80% (100*.80).
- Peer evaluation score is 9 points, project grade = 100, therefore your project grade is 70% (100*.70).

Final Integrative Observation Assessment Guidelines, Rubric and Peer Review* *PAPER*

200 points

Please provide the following information in the Final Report. Your team should be able to provide the following information.

- Length.* Your paper should be 10-12 pages, including references.

<i>Advanced</i>	<i>Accomplished</i>	<i>Developing/Beginner</i>	<i>See Me!</i>	
25 Points	20 Points	15 Points	0	Length Total
The Paper is \geq 10 pages (including references)	The Paper is < 10 pages but greater than 8 pages.	The Paper is < 8 pages but > 5 pages	If < 5 pages, team will not receive credit.	

- Style.* The style should reflect that of teamwork. It should not be choppy and should not go from one voice to another.

<i>Advanced</i>	<i>Accomplished</i>	<i>Developing/Beginner</i>	<i>See Me!</i>	
40 Points	25 Points		0 Points	Style Total
The writing style reflects that of teamwork – one voice.	The style attempts to reflect teamwork but does not present one voice.	Does not reflect teamwork – reflects only a series of thoughts that do not flow.	There has been no attempt to reflect the voice of one team rather than individuals.	

- Title page.* Your paper should begin with a descriptive title, your team name(s), Saint Louis University, and the semester and year in which it was created.

<i>Advanced</i>	<i>Accomplished</i>	<i>Developing/Beginner</i>	<i>See Me!</i>	
10 Points	5 Points	1	0 Points	Title Page Total
The title page includes a descriptive title, team names, team number, SLU, semester and year.	The title page includes some of the requirements (descriptive title, team names, team number, SLU, semester and year) but not all.	Does not include all the requirements for the title page.	Does not have a title page.	

4. *Original content.* If you choose to use photographs, etc. from the subject, be sure to give the credit on the reference page. The team writing should include original content from all team members.

(See References Rubric)

5. *Interview.* Include information from the Progress Report that explain in detail how the team found, chose and met with the interviewee/observe. From the Progress Report also include the information recording details of how the team kept track of the interview/observation information. You must conduct both an interview and observation. You may conduct the interview in person, on Skype, by phone, or by e-mail. Once you have identified a suitable person, contact them ahead of time to politely request an interview and observation. Inform them that it will be recorded and request their permission (see attached form) to do so (it's the law!). Remember to be courteous and respectful of their time. That means preparing interview questions and observation areas ahead of time.

Advanced	Accomplished	Developing/Beginner	See Me!	Interview Total
50 Points	45 Points	20 Points	0 Points	
Includes information from Progress Report, as well as interview question and observation areas defined.	Includes some of the information from Progress Report, as well as interview question and observation areas defined.	Does not include information from Progress Report, but includes interview questions and observation areas defined.	Does not include information from Progress Report, nor the interview questions and observation areas are not defined.	

6. *Content.* As your team writes about the interviewee, please remember to include theory, normal development, motor development and any other developmental issues learned in class. From the Progress Report include how the information/observation was organized into a life history and observation.

Advanced	Accomplished	Developing/Beginner	See Me!	Content Total
50 Points	45 Points	20 Points	0 Points	
At least three theories have been applied to the interviewee/observe, as well as at least three developmental areas.	At least two theories have been applied to the interviewee/observe, as well as at least two developmental areas.	At least one theory has been applied to the interviewee/observee, as well as at least one developmental areas.	No theories or developmental areas have been applied to the interviewee/observee.	

7. *References.* All artifacts (images, etc.) used in the paper which you did not create yourself must be cited at the end. You need to use APA reference format. Include a separate section where you credit the sources of information you used. This information should be cited using a complete reference. Include any original content citations here. (See #4 for more information).

Advanced	Accomplished	Developing/Beginner	See Me!	References

25 Points	20 Points	15 Points	0 Points	Total
References are thorough and well thought out (at least 5 references).	There are less than 5 references, but more than two.	There are less than two references, but more than one.	There are no references.	

Grand Total	
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***Be sure to complete the following final integrative observation assessment peer review.**

Name _____

Final Integrative Observation Assessment Peer Review PAPER

Instructions: Use this form to evaluate the merits of each team member. This will be handed in individually to maintain the confidentiality of the assessment. Use the following likert scale to determine the level of participation of each team member.

Rarely/never = 1, Occasionally/sometimes = 2, All/most of the time = 3

Team Member	Did fair share of work	Was cooperative/did agreed upon task	Contributed to ideas/planning	Was available for communication	Was positive and helpful	Contributed to overall project success	Total

The “Project Total” referred to in the grading rubric indicates the score that the overall project has earned. The peer evaluation determines the final grade of each team member. When evaluating your team member, be honest. The following is the breakdown of how the score of the peer evaluation affects your project grade.

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Examples:

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- Peer evaluation score is 9 points, project grade = 100, therefore your project grade is 70% (100*.70).

Final Integrative Observation Assessment Guidelines, Rubric and Peer Review* *VIDEO*

200 points

Please provide the following information in the Final Video. Your team should be able to provide the following information.

- Length.* Your paper should be 7-10 minutes, including credits.

<i>Advanced</i>	<i>Accomplished</i>	<i>Developing/Beginner</i>	<i>See Me!</i>	
25 Points	20 Points	15 Points	0	<i>Length Total</i>
The Video is \geq 10 minutes (including references)	The Video is $<$ 10 minutes but greater than 8 minutes.	The Paper is $<$ 8 minutes but $>$ 5 minutes	If $<$ 5 minutes, team will not receive credit.	

- Style.* The style should reflect that of teamwork.

<i>Advanced</i>	<i>Accomplished</i>	<i>Developing/Beginner</i>	<i>See Me!</i>	
40 Points	25 Points		0 Points	<i>Style Total</i>
The video style reflects that of teamwork – one voice.	The style attempts to reflect teamwork but does not present one voice.	Does not reflect teamwork – reflects only a series of thoughts that do not flow.	There has been no attempt to reflect the voice of one team rather than individuals.	

- Title slide.* Your video opening should begin with a descriptive title, your team name(s), Saint Louis University, and the semester and year in which it was created.

<i>Advanced</i>	<i>Accomplished</i>	<i>Developing/Beginner</i>	<i>See Me!</i>	
10 Points	5 Points	1	0 Points	<i>Title Page Total</i>
The title opening includes a descriptive title, team names, team number, SLU, semester and year.	The title slide includes some of the requirements (descriptive title, team names, team number, SLU, semester and year) but not all.	Does not include all the requirements for the title opening.	Does not have a title slide.	

4. *Original content.* If you choose to use photographs, etc. from the subject, be sure to give the credit in the credits. The team writing should include original content from all team members.

(See References Rubric)

5. *Interview.* Include information from the Progress Report that explain in detail how the team found, chose and met with the interviewee/observe. From the Progress Report also include the information recording details of how the team kept track of the interview/observation information. You must conduct both an interview and observation. You may conduct the interview in person, on Skype, by phone, or by e-mail. Once you have identified a suitable person, contact them ahead of time to politely request an interview and observation. Inform them that it will be recorded and request their permission (see attached form) to do so (it's the law!). Remember to be courteous and respectful of their time. That means preparing interview questions and observation areas ahead of time.

Advanced	Accomplished	Developing/Beginner	See Me!	
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6. *Content.* As your team writes about the interviewee, please remember to include theory, normal development, motor development and any other developmental issues learned in class. From the Progress Report include how the information/observation was organized into a life history and observation.

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7. *References.* All artifacts (images, etc.) used in the video which you did not create yourself must be cited in the credits. You need to use APA reference format. Include a separate section where you credit the sources of information you used. This information should be cited using a complete reference. Include any original content citations here. (See #4 for more information).

Advanced	Accomplished	Developing/Beginner	See Me!	
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25 Points	20 Points	15 Points	0 Points	References Total
References are thorough and well thought out (at least 5 references).	There are less than 5 references, but more than two.	There are less than two references, but more than one.	There are no references.	

Grand Total	
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***Be sure to complete the following integrative observation assessment peer review.**

Name _____

Final Integrative Observation Assessment Peer Review VIDEO

Instructions: Use this form to evaluate the merits of each team member. This will be handed in individually to maintain the confidentiality of the assessment. Use the following likert scale to determine the level of participation of each team member.

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Examples:

- Peer evaluation score is 18 points, project grade = 100, therefore your project grade = 100%.

- Peer evaluation score is 15 points, project grade = 100, therefore your project grade is 90% ($100 \times .90$).
- Peer evaluation score is 12 points, project grade = 100, therefore your project grade is 80% ($100 \times .80$).
- Peer evaluation score is 9 points, project grade = 100, therefore your project grade is 70% ($100 \times .70$).

Choosing a Subject to Interview/Observe

To get started, think about who your team will want to interview/observe. Choose an individual (in your age category that your team has been assigned):

- Who you believe is relatively open, honest and reflective about personal matters (of course, if your team is interviewing a child – think about the parent/guardian).
- Who may be interesting to your team and who your team thinks would be interested in the project.
- Who is accessible and available for an interview and observation.
- Who is a relatively good narrator and is able to talk about himself/herself or child.

It would be advantageous if at least one of your team members has a prior relationship with the interviewee/observee (Subject). This is helpful because your team will get to know the subject better through the interview/observation process. However...interviewing someone close to one team member could also be a disadvantage. The subject may feel uncomfortable about revealing details and his/her (or child's) life. **I strongly advise against interviewing one of the team member's fiancée, spouse, boy/girl friend.** Remember that the purpose of the assignment is to learn about another person's life, not to judge or even celebrate. If one of your team members is repulsed by someone or in awe of him/her (or child) it can make it difficult to analyze the life history and observation.

Interviewing Tips

The goal of the team is to interview the person to get them to talk about their life. Do not ask questions that can be answered with yes or no, since to do so is guaranteed to stop the interview (for the observation – do not ask questions...observe) and bore both the subject and the team.

Here are some tips to interview:

Adults

- It is often easiest to begin by collecting concrete, neutral information, although you just never know what is neutral for a person. But asking about places they lived, schools they attended, jobs they held, people they lived with is usually a good way to begin. You can guide them by age, if you desire. For example, "Where did you live when you were nine? What school did you attend? Who you did you live with?" **Remember that the ideal is to ask the fewest questions and get them to talk the most – while you observe.**
- After you get the concrete descriptive information you can ask them to elaborate. I strongly recommend interviewing the person at least twice, because (1) you often miss things in the first interview that need more attention and (2) the person generally starts thinking about their life after being interviewed and elaborates more later. Move to greater descriptive detail in subsequent talks; and ask for judgements about the concrete description. For example, you may first establish that someone moved from Fresno to San Jose during high school. You may then wish to ask them what their life was like in Fresno and how it changed after the move. How did their schools compare and contrast? How did their family life change and remain the same? And you may also ask them how they felt at the time, and how they think the move affected their life. · Do not interrupt except to ask for clarifications or expansions ("Can you tell me more

about that?"). They may well take some detours or go off on what appears to be tangents, but be careful about trying to get them "back on track." You may inadvertently offend them and ruin the rest of the interview, and you may miss out on crucial data. Be patient. Remember that people often jump around in recounting their life, moving effortlessly from teenage years to their first birthday to getting laid off their job to breaking a neighbor's window with a baseball. You can always sort the chronology out later, so do not constantly admonish them to put it in the right order.

- Do not judge the person. "Why, for heaven's sake did you take that job?" is not a good way to build rapport. Even a raised eyebrow or a roll of the eyes can be interpreted as criticism, so be careful. This does not mean you have to become a robot, only that your goal is to get them to provide a rich picture of their life and they may not do that if they believe there are right and wrong answers to your questions.
- Do not push people too hard. Ask them to elaborate, but if you see signs of discomfort, hang back. You are neither an investigative journalist trying to find the dirt on someone, nor are you a therapist qualified to handle some of the serious psychological baggage that many people carry. If, despite your best efforts, your interview brings up serious issues for someone then back off and inform your instructor. It is extremely unlikely that you will have such a problem if you allow the interviewee to be in control of the process so they can choose what to tell you and what to keep private.

Child/Parent/Guardian

When observing infants, toddlers and children, you do not need to ask any questions. If you notice something abnormal about the infant, toddler or child's behavior during your observation – do not confront the parent/guardian.

Here are some tips for the interview with parents/guardians:

- You can begin by asking the standard demographic questions. "Have you always lived here?" If the child attends school, church, etc. ask questions about school, church or other local activity.
- If the child is able to speak for him/herself, ask the parent/guardian if you can direct your questions to the child. An older child is likely to give you a labyrinth of information about their lives.
- You can ask questions about play dates and/or friends. Where they play and how they communicate. I know it may sound silly, but children are quite the consumers of technology. They may Skype, text, email, etc.
- You can also ask questions about other people in their lives, such as family or close family friends.
- If the child has a disability, the parents/guardians will likely talk about the child's behavior, diagnosis, prognosis once the parent/guardian feels comfortable.
- Other activities to ask about might include the activities of daily living– does the child brush his/her own teeth, dress themselves, make breakfast...use the developmental chart to determine what the average behaviors are for their age group.

- You can ask about hobbies, extracurricular activities or other interests.
- Do not ask about discipline. Parent/guardian will likely bring this up regardless, but it needs to be their choice...not the teams.

If your team is interviewing an adult, read the article by The Legacy Project, “Life Interview Questions”. These questions address all aspects of the lifespan. Your team will find this article in the article folder on our Blackboard+Learn course site.

Program in Health Sciences
SAINT LOUIS UNIVERSITY

Consumer Health HSCI 4500

Assignment

Childhood Obesity

- Childhood obesity has more than doubled in children and quadrupled in adolescents in the past 30 years.
- The percentage of children aged 6–11 years in the United States who were obese increased from 7% in 1980 to nearly 18% in 2012. Similarly, the percentage of adolescents aged 12–19 years who were obese increased from 5% to nearly 21% over the same period.
- In 2012, more than one third of children and adolescents were overweight or obese.
- *Overweight* is defined as having excess body weight for a particular height from fat, muscle, bone, water, or a combination of these factors. *Obesity* is defined as having excess body fat.
- Overweight and obesity are the result of “caloric imbalance”—too few calories expended for the amount of calories consumed—and are affected by various genetic, behavioral, and environmental factors.

Health Effects of Childhood Obesity

Childhood obesity has both immediate and long-term effects on health and well-being.

Immediate health effects:

- Obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure. In a population-based sample of 5- to 17-year-olds, 70% of obese youth had at least one risk factor for cardiovascular disease.
- Obese adolescents are more likely to have pre-diabetes, a condition in which blood glucose levels indicate a high risk for development of diabetes.
- Children and adolescents who are obese are at greater risk for bone and joint problems, sleep apnea, and social and psychological problems such as stigmatization and poor self-esteem.

Long-term health effects:

- Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis. One study showed that children who became obese as early as age 2 were more likely to be obese as adults.
- Overweight and obesity are associated with increased risk for many types of cancer, including cancer of the breast, colon, endometrium, esophagus, kidney, pancreas, gall bladder, thyroid, ovary, cervix, and prostate, as well as multiple myeloma and Hodgkin's lymphoma.

Prevention

- Healthy lifestyle habits, including healthy eating and physical activity, can lower the risk of becoming obese and developing related diseases.
- The dietary and physical activity behaviors of children and adolescents are influenced by many sectors of society, including families, communities, schools, child care settings, medical care providers, faith-based institutions, government agencies, the media and the food and beverage industries.
- Schools play a particularly critical role by establishing a safe and supportive environment with policies and practices that support healthy behaviors. Schools also provide opportunities for students to learn about and practice healthy eating and physical activity behaviors.

Public School in poor community

Public schools were designed to ensure that all children receive access to free and comprehensive basic education. However, schools in poor areas face serious obstacles. Their students may be less prepared for school and often struggle with family problems. Funding issues and the stress of working in an underserved area can also affect the quality of education in these schools.

Teachers:

Higher turnover rate which makes it harder for teachers to develop long-term relationships with students. This could potentially teach students that people who care about them are unreliable or leave and it also means that schools have to continually struggle with training new teachers.

Student readiness

Children living in poor communities are often underprepared for school, according to a 2012 study by the Brookings Institution. Their parents tend to be poorly educated and may struggle with health problems, both of which can interfere with their ability to prepare their children for school. Some poor parents may have deficits in parenting skills, struggle with addiction or have employment problems that interfere with their ability to care for their children. This lack of preparation for school means that teachers may have to spend extra time teaching students basic skills.

Community Stress

Poor communities tend to face more stress than wealthier communities. Poverty, for example, means that children may come to school hungry or even malnourished, and this can interfere with a student's

ability to learn. Children may live in unstable homes or unsafe environments, according to a 2012 study published in the policy research journal "Cityscape." This stress means schools may have to spend more time in community outreach and on providing students with basic services. Such stress can also affect classroom behavior, creating classroom management challenges for teachers.

Lack of Funding

While public schools are, in general, supposed to get equal funding regardless of their location, the reality doesn't always match this goal. Wealthier parents can contribute more to funding drives and can design projects to raise funds for specific needs such as a new classroom computer. Poor families don't have such resources, which means their schools may not have the same benefits as those in wealthy areas. State funding per student can vary significantly, and states may choose to allocate different resources to different schools.

Your assignment is to brainstorm a program for an inner city public school that would help children understand childhood obesity.

1. Split into assigned groups (see below)
2. Determine the main issues that would be faced with an inner city school
3. Brainstorm a program
 - a. Grades 2 and 3
4. It must be a program that is run separately from the classroom/you cannot use the teachers
5. No budget
 - a. Fundraising
6. How to maintain after the initial year

(Day one: turn in initial thoughts and plans; Day Two: turn in finalized plan)

PROGRAM IN HEALTH SCIENCES
DOISY COLLEGE OF HEALTH SCIENCES
SAINT LOUIS UNIVERSITY

Healthcare Hot Topic research paper 2020

- 1) 7-10 pages; double spaced; does not include cover page or references
 - a. Healthcare topic for consumers
- 2) Final paper is due April 29, 2020
- 3) Documentation style APA
- 4) Group of 3

DATE DUE PRIORITY STEP COMPLETION

Choose your group and topic – due: February 11, 2020

- Select a topic that is relevant to healthcare and of interest to you. Avoid a topic charged with emotion or one that is too technical. Determine your objective and develop a thesis statement with your objective in mind. Seek the instructor’s assistance in determining the quality of your topic

General info and preliminary resources – due: February 25, 2020

- From topic, develop questions to guide you in your search; state topic itself as a question. Example: “What is heart disease?” Skim resources to determine their relevance and appropriateness to your topic. Become familiar with sub-topics within your research topic. Make rough sketch of these major sub-topics to be used for preliminary outline. Example subtopics: “Causes, contributors, risks, prevention, etc.”

Develop preliminary outline – due: March 18, 2020

- Declare thesis statement and objective of our paper. May be posed as a question. For example: “What is heart disease?” Develop a preliminary outline of major subtopics and potential specific areas of interest (i.e.: major headings with detailed sub-headings). For example: “What are the major contributors to heart disease? Who is most at risk? What can we do to protect ourselves?” etc. Be prepared to alter outline as focus sharpens-chosen sub-topics may develop, expand, or be discarded completely, depending on specific information available related to thesis and outline.

Collect specific resources - due: March 27, 2020

- Be sure to write out a complete citation for each source you find using the APA format.
10-15 resources

Prepare rough draft – due: April 10, 2020

Type out topic sentences for each paragraph-each heading from outline should be transformed into a declarative statement and subheadings should elaborate or develop in detail the major headings. Leave room for corrections-extra-wide margins and at least double space. Keep your thesis sentence and outline before you as a guide as you compose. Write your rough draft in continuous prose including an introduction, body and conclusion.

Prepare final paper – due: April 29, 2020

Carefully check for spelling and typing errors. Correct all errors and retype as appropriate.

HSCI 4500 - Consumer Health

Communicating with patients – Role play and Reflection

Scoring Criteria	5 Excellent	4 Good	3 Needs some Improvement	2 Needs much improvement	1 N/A
Relates to audience					
Stays on topic					
Plays scenario with feeling & expression					
Presents character appropriately					
Presents with kindness					

- Students will be assigned to a group.
- Each group will be provided a role to play in their scenario
- Each group will present their play the wrong way and then the correct way.

Reflection paper:

- Students will provide a one (1) page reflection discussing what you learned from the exercise and how you might find it beneficial in your future patient encounters.