Welcome to the course. This is the info you need to succeed in this course. There are four sections to the course. Each section describes the topics, objectives, readings (all on-line under Section Content), assignments for weekly discussions, and for the papers for each section. Lectures and case studies can be accessed on the home page for each section. Guidelines for participation in discussions are on page 19 of the syllabus. Information about grades and rubrics used to grade the discussions and papers are on page 21-23.

SECTION 1 INTERDISCIPLINARY TEAMS    January 17- February 9

Competencies and Objectives

Welcome
Expected Clinical Competency
None

Expected Course Competency
To introduce students to the faculty and other students, learn the format and content of the course

Lesson Objectives
You will be able to:
Identify health care disciplines represented in this course and meet faculty and students
Navigate the components of the course and communicate on-line and submit assignments

Team Function
Expected Clinical Competency
The clinician will function effectively as a member of an interdisciplin ary team and be able to monitor the functioning of a team in terms of leadership and process.
The clinician will describe and evaluate the group process of an interdisciplinary team.
Choose and initiate appropriate interventions to maintain or improve team functioning when needed.
The clinician will recognize sharing goals within the interdisciplinary teams.

Expected Course Competency
Through the use of a case scenario, student will be able to interact as part of an interdisciplinary team, demonstrating the ability to work collaboratively, communicate effectively, and facilitate reaching a consensus.
Appreciate the disciplinary expertise of each member of an interdisciplinary team including the family.

Lesson Objectives
You will be able to promote effective team function by:
Understanding characteristics of teams
Analyzing team behaviors
Identifying appropriate interventions to improve team function

Teams in Health Care
Expected Clinical Competency
Given a specific case, the clinician will decide on an appropriate approach to health care delivery (i.e., interdisciplinary, multidisciplinary, trans-disciplinary, or single primary care provider), weighing the pros and cons of each approach.
The clinician will choose to use an interdisciplinary approach when indicated.

Expected Course Competency
The student will be able to describe the interdisciplinary approach to delivery of healthcare.
Describe the advantages and disadvantages of the interdisciplinary approach in various settings and circumstances.
Appreciate the benefits of an interdisciplinary team approach when caring for a child with special health care needs.

Lesson Objectives
You will be able to apply interdisciplinary team approach by:
Integrating family centered care concepts and methods
Applying principles of confidentiality
Recognizing team-splitting and selecting an appropriate intervention

Readings
Available via the Library Electronic Reserves at MYUW

Course Introduction
The readings for this topic discuss the value of interdisciplinary health care teams


Team Function
Go to the Teambuildinginc.com website to read three articles about teams that discuss virtual teams, building teams and leading teams.


**Teams In Health Care**

**Required readings** for the Martha Ames discussion and can be used to complete the written assignments.


**Additional reading** with information for the Martha Ames discussion.


FYI Readings on the HIPPA regulations


**Class Discussions**

**Introductions 1/17-1/22**
The purpose of this discussion is to introduce yourself to those involved in the course and give contact information about yourself. Please post a message with the following information.
(1) your name (2) address (3) email address (4) phone number (5) times when you can be reached (5) your discipline and professional/educational experience, and (6) your hobbies and interests.

**Course Expectations 1/17-1/22**
The purpose of this discussion is to review the information about the course provided in the printed syllabus. Review the topics, competencies, and objectives that will be
covered this semester. After you do this, please share what your personal goals are for the course. Tell us if the course goals and objectives are congruent with your expectations. Also, tell us what sections of the course are most important for you and what you are most excited about learning.

**Discipline Experience on Teams 1/23-1/29**
There are two parts to the discussion as we continue to learn more about each other. The first part is to tell us about your discipline....

Why did you choose your discipline? How do those from your discipline view caring for people with chronic illness? What would you like to accomplish in your future career? This would be a good time to review the Discipline Information that is found on the Resource button on the home page. Do you agree with the information about your discipline? Do you have questions to ask about other disciplines?

The second part of the discussion is to discuss your experience on teams.

1. Describe the best experience you have had working with a team of any kind. Discuss the qualities of the team members that made this a good experience.
2. Describe your worst team experience. Why do you believe this was not a good team experience? How do your experiences fit with the information you are learning about team function provided in the readings and resources?

**Analysis of Group Process in the Dewey Jones Case 1/30-2/5**
The purpose of this discussion is to observe and analyze the group process of a health care team depicted in the case of Dewey Jones. Use the "Topics for Reflection" (available on-line) as a guide for areas of discussion. Your interpretation of an interaction may be different than another student's interpretation, so feel free to express this. The group should address all of the topics in the reflection by the end of the discussion. Concepts from the readings will help you address these topics.

**Critique of Martha Ames Case 2/6-2/12**
The focus of this discussion is a critique of the Martha Ames case study in relationship to family centered care, confidentiality and team splitting. Briefly state the concepts that apply to this case, areas that you think were handled well by the team and suggestions that you might have for the healthcare team.

**Papers**
All papers, including the group projects, are expected to be written in APA format with your name included on the paper. Here is a reference for APA format if you are not familiar with it. The readings are listed in APA format.
The link to the website is http://www.wisc.edu/writing/Handbook/DocAPA.html

You can refer to this if you have questions about grammar or the format of your papers.
Application Exercise Due by 5 pm 2/2/06
Team Player Style

Understanding the team building process and learning to work as a team is a focus of this class throughout the semester. This assignment will get you started on this process.

Review the Team Interaction Styles listed in the assigned on-line article "When You're In Charge: Tips for Leading Teams". Rank the four styles in order from the style that is most like your team style to the one that is least like your team style with a rationale for your ranking. Also write a one to two sentence discussion about how the strengths and weakness of each style relates to your personal experience on teams. This is information that you may also want to share with your team as you complete the group "Ground Rules" assignment.

Write two paragraphs about two things that you learned from this assignment.

Section One Paper Due by 5 pm 2/9/06
Interdisciplinary Teams

This paper will be building on the information shared in the discussions analyzing the case studies. Write a 5 to 8 page paper analyzing the 3 cases (Martha Ames, Dewey Jones and Spike Smith). Pull together all the information in this section to analyze team function, team splitting, family centered care and confidentiality. Compare and contrast how these concepts are depicted in the various cases.

Group Project
Group Project Discussion 1/23-2/17

Ground Rules
The discussion area for this project will be open from 1/23-2/17. There is no other discussion the week of 2/13-2/17 to give the group time to focus on this assignment. Use this discussion area to share your team style and three ground rules that you think are important as you work together to form a learning community. See instructions below for more information about the project.

Section One Group Project Due by 5 pm 2/17/06

Ground Rules
All the students will do this group project in your assigned teams. You will be developing ground rules for your team process in the discussions and for completing the team assignment in Section 3. The Group Process Guidelines can be used as a reference, but this group needs to decide if you will use the various components of these guidelines and if there are additional components you want to include in the Ground Rules.

You will need to come to a consensus about ground rules. You will be using these Ground Rules to evaluate your fellow students in the group assignment in Section 3. One paper from the entire group needs to be submitted for this assignment. It can be submitted as an attachment in the discussion section.
SECTION 2 FAMILY PERSPECTIVES OF TRANSITION  February 13 – March 26

Competencies and Objectives

Transition
Expected Clinical Competency
The clinician will anticipate the provoking events of transition and identify the unique family characteristics that predict how a child with a chronic illness and family will adapt. Clinician will choose and enact appropriate interventions based on that assessment.

Expected Course Competency
Using the transition model and a given case, the student will be able to describe the potential/likely impacts of transitions on the child and family. The student will be able to use this understanding to engage in a dialogue with patient, family, and team members to identify transition issues and arrive at appropriate strategies for dealing with them.

Lesson Objectives
You will be able to use the PPC transition model to:
Anticipate the impact of transitions on families/children/health care providers.
Develop intervention strategies to help families/children/health care providers through transitions.

Family Perspective
Expected Clinical Competency
The clinician will recognize the family’s knowledge and expertise.

Expected Course Competency
Given a case scenario the student will discuss how each discipline views the role of the family in the care of a child with chronic illness and how each discipline may incorporate and contribute to a “family centered” approach to care.

Lesson Objectives
You will have a greater appreciation for:
A family’s experience living with a chronic illness and working with an interdisciplinary team
The role of families as teachers in the education of healthcare providers
The role of families in the management of their child’s health care

Death & Dying
Expected Clinical Competency
The clinician anticipates the impact of the death and dying process on the family, home, and health care providers; develops and implements strategies to help the child and the family cope with the terminal stage of a child’s chronic illness.
Expected Course Competency
Given a case scenario, the student will describe the grieving process of a family member using a model of grieving, death, and dying, and explain approaches that might be taken to support families through the grieving process.

Lesson Objectives
In working with patients and families who are grieving you will be able to:
Recognize how your personal beliefs and experiences affect you as a professional
Identify different ways people express grief
Consider how family dynamics impact the grieving process

Readings
Available via the Library Electronic Reserves at MYUW

Transition
Required readings for the Arianna Wright discussion and can be used to complete the written assignments.

Additional readings with information for the Arianna Wright discussion.


Required Readings for the Transition to Adult Care Discussion


Additional Readings on transition to adult care Pediatrics, 110(6). [Contains several articles.]

Family Perspective


(This article is available on electronic reserve under the discipliner specific section)


Death and Dying


Class Discussions

Apply Transition Model to Ariana Wright Case 2/20-2/26
The purpose of this discussion is to apply the PPC transition model to analyze the Ariana Wright case. The focus of this activity is to clarify your knowledge about transitions through a discussion about the transition model.

Address the following questions/issues:

1. The transition model was designed to clarify the impact transitions have on family function. What do you consider to be one of the major transitions in this case study? What are some of the other transitions?
2. Identify the coping strategies used for that transition. Describe the ways this transition fits into the PPC transition model. Are there other coping strategies that could have been used?

Conversation with the Mulroe family 2/27-3/5
The purpose of this discussion is to learn more about this family’s experience with the health care team. This is your opportunity interact with Tom and Carmela Mulroe and expand or clarify information from the video. Please remember that the Mulroes are doing this class in addition to their jobs and caring for their children. Please be respectful of their time when asking for a response. Remember to identify your discipline. Here are some possible questions you may want to ask.
What was the most helpful thing that happened when working with the interdisciplinary team?
What team interaction/support would you have changed if you could?
Were there team members that were not involved that should have been? If so, who, how and what could they have done?

One Year Later 3/6-3/10
The purpose of this discussion is to share your response to the video "One Year Later." First, share a response to a part of the video to which you had a strong emotional reaction. Relate it to your own experience/beliefs. What challenge/benefit would this pose in interacting with a family? How would you deal with this challenge/benefit? Second, discuss your recommendations for this family regarding a follow up plan. Identify whom if anyone needs grief follow-up. What are the signs that indicate/or negate a need for follow up? What would be your recommendations to this family?

Transition to Adult Care 3/20-4/2
The purpose of this discussion is to examine the transition to adult care for patients with cystic fibrosis. There are three readings that describe this topic from the perspective of the physician, the rest of the CF team, and the patient. Read one of these and discuss. All three readings need to be brought into the discussion by the end of the week.

Papers

Application Exercise Due by 5 pm 2/23/06
Arianna’s Schedule
One of the challenges in caring for a child such is Arianna is being able to meet her needs within the context of the rest of the family’s life. Your assignment is to take Arianna’s schedule and integrate it with your current schedule. Use your current living situation to fill in the schedule grid for a typical Monday schedule for yourself. Then fill in the schedule for Arianna. Then indicate who would be responsible for caring for Arianna. Are there others currently living in your household who could help? When would you need private duty nursing care? There is a section for comments about the schedule such as how you would need to change your schedule to accommodate Arianna in your home.
Use the Communication and Rules document to help you think about house rules. Submit 5 house rules you would want for the nurses coming into your home.

Write two paragraphs about two things that you learned from this assignment.

**Section Two Paper Due by 5 pm 3/9/06**

**Transitions in the Dylan DeCosta Case**

Apply transition model to analyze the article written by Darcy Frey, "Does Anyone Here Think This Baby Can Live?" This will be similar to what was done with the discussion of the Arianna case.

What do you consider to be one of the major transitions in this case study? Fully apply the transition model to the components of the transition that you identify.

Identify the coping strategies used for that transition. Describe the ways this transition fits into the PPC transition model. Are there other coping strategies that could have been used?

These are some additional questions to consider as you analyze the transitions in this case.

How did the level of family stress, and the time frame for making decisions affect the outcome?

What are your thoughts about the ethics of the interventions with this infant?

Who should have the ultimate say in what interventions are done for this baby?

What is the quality of life for this child? What about the family's quality of life?

Who should have final say if health care team members disagree?

**Group Project**

None
SECTION 3 PATIENT PROVIDER RELATIONSHIPS March 20 – April 16

Competencies and Objectives

Cultural Competence
Expected Clinical Competency
The clinician will develop and implement strategies for effective communication and health care delivery to maintain a working relationship with families of diverse cultural backgrounds.

Expected Course Competency
In a clinical scenario, he or she will be able to identify the beliefs and attitudes relevant to the child’s, family’s and care provider’s culture and identify how that influences the patient/provider interaction and one’s ability to provide care.

Lesson Objectives
You will be able to work with patients/families of diverse cultures by:
Recognizing that your own biases and attitudes have an impact
Identifying impact of beliefs and culture on health care delivery and adherence
Applying techniques for effective use of interpreters

Adherence
Expected Clinical Competency
The clinician can evaluate a family’s schedule, life style, and relationship with the providers to choose and implement strategies to enhance adherence.

Expected Course Competency
Student will be able to list the common risk factors for non-adherence and factors that promote adherence.
Student will be able to explain how to incorporate those factors in formulating a plan to improve adherence and evaluate patient/family ability to adhere to the plan.

Lesson Objectives
You will learn techniques to improve adherence by:
Identifying patient and provider barriers to adherence
Measuring patient adherence
Developing strategies to improve and overcome patient/provider barriers to adherence

Readings
Available via the Library Electronic Reserves at MYUW

Cultural Competence


Adherence


Class Discussions

Cultural Competence in the Kenesha Waters Case 3/27-4/2
The purpose of this discussion is to use the article “Politically Correct or Culturally Competent?” as a framework to apply the five areas that one needs to be culturally competent in discussing the case of Kenesha Waters.

- Knowledge
- Skill
- Policy
- Research
- Values

Although this article is written from a social work perspective, the principles can apply across disciplines. Think about and discuss how each of these areas applies to your discipline.

Medical Interpretation in the Mai Nuyen Case 4/17-4/23
The purpose of this discussion is to analyze the Mai Nuyegen case regarding the ramifications of accuracy in interpretation and how errors can impact the plan of care. Refer to the article “A New Method for Evaluating the Quality of Medical Interpretation” to support your points. Have you had experiences with issues regarding medical interpretation?

Adherence Issues in the Mai Nuyen Case 4/10-4/16
The purpose of this discussion is to look at the Mai Nuyen case regarding adherence issues. Last week we discussed how issues regarding medical interpretation can impact the plan of care. This week we will apply principles of adherence to the case. Assuming that you have
effective communication with the family, what interventions would you suggest to help this family be more adherent to the plan of care?

Papers

Application Exercise Due by 5 pm 3/30/06
Cultural Tool
The goal of this activity is to consider how your personal beliefs and values will impact your ability to care for culturally diverse children and families. Keep this in mind as you complete this assignment. Complete the Cultural Tool to help you identify your own cultural attitudes and beliefs. Write 3 things you thought about when completing the section "Getting in Touch With Your Own Social Identity." Write a one or two sentence response to 3 of the questions in the second part of the Cultural Tool.

Write two paragraphs about two things that you learned from this assignment.

Section Three Paper Due 5pm 4/13/06
Transitions related to Culture and Adherence for Kenesha Waters and Mai Nuygen
This paper will build on the transition model from Section 2 while incorporating the concepts of cultural competence and adherence. Write a 5 to 8 page paper using the case studies of Kenesha Waters and Mai Nuygen; apply the transition model to analyze both cases regarding how culture impacts adherence. Compare and contrast the two cases. The impact may include the patient, family, provider and community. Discuss interventions based on those that would help with adherence using a culturally competent approach. Discuss what disciplines you would enlist to help increase adherence.

Group Project

Group Project Discussion 3/20-4/14/06
The discussion area for this project will be open from March 20 until April 14. Only members of your team have access to this discussion. Use the Ground Rules you developed in section one to help with the process of completing this assignment. You can communicate in this discussion area or any other way you prefer. Let me know if your team would like to use the chat area of the Learn@UW program.

Section Three Group Project
Clinic to Serve Hmong Population Due by 5pm 4/14/06
The goal of this activity is to explore and respond to the following scenario. There is a large Hmong population that is currently underserved in your area. An agreement has been reached by a local community center to provide a section of their facility for an outreach clinic. This clinic would serve anyone who came through their doors, but is targeted at reaching out and targeting the Hmong population. The clinic is going to be staffed by an interdisciplinary team. Refer to the articles and lectures to assist you in determining the needs. Here is a website you may want to use for reference
http://www.hmonghealth.org/

As a group, submit a 3 to 7 page proposal for this clinic identifying at least three issues that would need to be considered to serve this population. Include a reference list of resources used. Submit one paper from your team as an attachment in your discussion area.

**Peer Evaluation Due by 5pm 4/21/06**

There are two components for your grade for this assignment. Everyone in your group will get the same grade for the content of the proposal. Each of you will use the tool developed from the first group assignment “Ground Rules” to evaluate the process and each of your team members. Submit the evaluation of your team members to me by e-mail be.tribby@hosp.wisc.edu (not the discussion area) by Friday, April 21, 2006.
Section 4 PROVISION OF HEALTHCARE  April 10 – May 5

Competencies and Objectives

Public Policy
Expected Clinical Competency
The clinician will know when children and families qualify for governmental programs and facilitate the process of enrollment as appropriate to his/her professional role.

Expected Course Competency
Given a case scenario, the student will be able to evaluate the impact of specific federal legislation on a family of a child with a special health care need. Given a case scenario, the student will be able to know how to identify federally funded health care programs children and families are eligible for.

Lesson Objectives
You will be able to provide resource options by:
Having an awareness of MCHB programs
Comparing and contrasting the impact of financial health care coverage programs

Advocacy
Expected Clinical Competency
The clinician will keep abreast of current and pending legislation and effectively advocate for changes that would enhance the care of children with special health care needs.

Expected Course Competency
Given a case scenario, student will be able to describe appropriate methods of legislative advocacy.

Lesson Objectives
You will be able to advocate effectively by:
Differentiating between different types of advocacy
Recognizing and responding to the issues facing families of CYSHCN

Summary
Lesson Objectives
You will be able to think about how knowledge from the course can be integrated into your future clinical practice by:
Comparing expectations for the course with actual experience of the course
Discussing how your practice will be changed as a result of knowledge gained in this course

Readings
Available via the Library Electronic Reserves at MYUW
Public Policy


Pediatrics, 113(5), Part 2. ( Entire issue is devoted to the Medical Home.)


Public Policy Websites:
http://www.ichp.edu (Institute of Child Health Policy)

http://www.mchb.hrsa.gov (Maternal and Child Health Bureau)

Advocacy


Advocacy Websites:
http://www.abcforhealth.org (Wisconsin)
http://www.coveringkids.org (national)
Class Discussions

Medical Home and MCHB 4/17-4/23
The purpose of this discussion is to explore the concept of the medical home. Read the article by van Dyck to learn about the historical context of the medical home and its relationship to other programs supporting child health. Read at least one of the other two articles about the medical home and discuss. Both medical home articles should be covered in the discussion. How has the concept of a medical home changed over the last 50 yrs? In your experience, how well do you think medical homes are working for CSHCN?

Visiting My Legislator 4/24-4/30
The purpose of this discussion is to put your knowledge of legislative advocacy to use. Read the article "An Advocate for patient’ bill of rights by Mr. Bouldin and listen to the NPR Commentary, "Solutions for America’s problem of the uninsured". Plan a trip to visit your legislators. Who would you visit? What would be your focus? Do you have any experiences or patient stories like Mr. Bouldin’s to share with lawmakers?

Link to NPR Commentary, "Solutions for America’s problem of the uninsured"

The Future 5/1-5/5
The purpose of this discussion is to share how you think you can use all of the topics presented this semester in your future career and work with people with chronic illness. How do you see the topics of the lessons being combined in your practice (or do you see them being combined)? Think about your expectations at the beginning of the semester and how they may or may not have changed over the semester. How do you envision incorporating interdisciplinary care into your practice? Be sure to include references to readings you found to be particularly useful.

Papers

Application Exercise Due 5pm 4/20/06
Susan’s Finances
A growing challenge for parents of children with chronic illness is having the financial means provide for their child’s needs. Your assignment is to read the case of Susan Baker and work through the three scenarios that are presented.
Respond to all 3 scenarios by answering the questions posed and calculating out the cost of care for the family for each scenario. Show your calculations for each question. The resources you need are listed with the case study. Remember to cite references used for this assignment.

Write two paragraphs about two things that you learned from this assignment.

Suggested readings for assignment:

Mitchell, JM, Gaskin, DJ. Do children receiving supplemental security income who are enrolled in Medicaid fare better under a fee-for-service or comprehensive capitation model? Pediatrics 114: 196-204, 2004.

Section 4 Paper Due by 5pm 5/5/06
The Eli Bontrager Case
This paper will give you an opportunity to apply your knowledge about the various disciplines and topics you have learned about this semester. The link in the Case Study section takes you to a story about a young boy named Eli Bontrager who was hospitalized at the University of Iowa. Read and respond to the altered scenario in the Case Study description.

Write a 5 to 8 page paper about the membership and responsibilities of the members of the pulmonary team who would be involved in his discharge planning. Also discuss how the various topics from this course may be related to this case. What are some of the issues that the team would need to address?
Discussion Guidelines

The quality of your postings to the discussions is much more important than the number or length of the postings. It is important to stay on the topic. We recognize that socializing and learning more about your classmates is an important part of taking a class. This can be done via the email function or in the “socializing” discussion section. Email communications are private and seen only by those receiving the message. This is not to say that every comment needs to be serious. Here are some guidelines to follow as you participate in these discussions. The Discussion Rubric will be used to grade your participation in the discussions.

- You are expected to make a minimum of one initial posting and another posting at a later date, and at least one response to someone else’s comment (minimum of 3 postings). We hope that you will make more than the minimum postings. It is expected that you will read all of the postings for the discussions.

- Responses should add to the discussion. Make one or two points in your response. "I agree" is nice but does not add anything. Make a comment about why you agree, ask a question for clarification or for more information, make a connection between two separate responses.

- There will be some assigned roles for each discussion. They are as follows
  - "Student Leader" It is the responsibility of this person to post an opening remark (initial posting) early on the day the discussion starts. The purpose of this is to make sure the discussion gets started in a timely manner. It is not necessary (nor desirable) to include all components of the assignment in your first posting.
  - "Devil’s Advocate" It is the responsibility of this person to post comments that take a stance that opposes the majority or brings a different point of view to the discussion. This is not meant to be confrontational, but rather to stimulate discussion.
  - "Other Discipline Perspective" It is the responsibility of this person to post comments that represent disciplines that are not represented by the students in the class. You can use the faculty or other professionals as resources to learn about how their discipline may approach the assigned topic.
  - "Student Summarizer" for each discussion. It is the responsibility of this person to close the discussion by posting an ending remark on the day after the discussion has ended to summarize and wrap up the discussion. This can be a paragraph that includes the main points of the discussion.

- Time frame for discussions is:
1) Leader should post by early afternoon of the first day of discussion.
2) Discussions usually end at 7 days.
3) Summary of the week's discussion posted by noon the day following the last day of discussion.

- Make every effort to be clear in your communication. Online communication lacks the nonverbal cues we often use for interpretation of language.

- Check your spelling, grammar, and punctuation. It may be helpful to compose your entry in a word processing document and copy and paste it to the discussion. Be aware that you may loose the formatting in the transfer.

- Everyone needs to participate in the discussions and read the postings of your fellow classmates. This is your opportunity to express yourself.

- Identify yourself by name and discipline with each posting. You will get to know each other, but you will have new faculty with each discussion.

- Respect each other's ideas, feelings, and experience. This is your opportunity to learn how other individuals and disciplines view the assigned issues.

- Be courteous and considerate. It is important to be honest and express yourself freely, but being considerate of others online is just as important as in the classroom.

- Feel free to respectfully disagree. If you are expressing an opinion, make this clear. Support assertions with facts and evidence.

- When you post responses; do not use all capital letters. This makes the message very hard to read and is considered "shouting."

- Break up large blocks of text into paragraphs and use a space between paragraphs. The font for the discussions is small, so breaking it up with "white space" makes it easier to read.

- Please make an effort to make your point in a concise manner, but please feel free to say what you want to say regarding the topic. Remember that there will be multiple postings for each discussion and we all need to read all postings.

- Make sure you have finished the lesson content (readings & lecture) before participating in discussions based on specific questions.

- Threaded discussions can get confusing if you are not responding to the appropriate posting. Make sure you are in the correct discussion by looking at the subject line. Use the reply function to reply to a specific posting. You can also start a new thread in the discussion.
Grades

Points will be given for discussions, application exercises, section papers and group projects. **A rubric will be used by the faculty to grade your participation in each discussion starting with Discipline Experience on Teams. A different rubric will be used to grade the application exercises and section papers.**

The grade for the group project will consist of two parts. Everyone will get the same number of points for the first group project (based on the rubric for the papers). The product of the first group project will serve as tool for peer evaluation of the group process that will be used in the second group project. The grade for the second project will consist of 60 points for the product. Everyone in the group will get the same score for the end product. There will be a peer evaluation used to grade your participation in the process of the group project that will be worth 45 points.

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<td>D (70-74%)</td>
<td>560-599</td>
</tr>
</tbody>
</table>
## Rubric to Grade Discussions

<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality and Relevance of post</td>
<td>Clearly synthesizes the concepts in relation to the case or other real life examples. Consistently posts information that clearly relates to the main topic and adds new concepts. Includes specific supporting details/examples.</td>
<td>Generalizes concepts of the topic with little connection to the case or real life examples. Most posts contain information that clearly relates to the main topic. No details or examples given.</td>
<td>Does not demonstrate understanding of the concepts pertinent to the topic or case. Information is off topic and has little to do with the main topic or simply restates the main concept.</td>
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<tr>
<td>Score</td>
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<tr>
<td>Use of language and resources</td>
<td>Uses professional language to express opinions and ideas in an organized clear and concise manner. Uses clear reference to the discussion of assigned resources. Brings in other references to the topic when indicated. Uses grammatically correct posts with rare misspellings.</td>
<td>Uses professional language occasionally with unclear expression of opinions or ideas that is poorly organized. Uses unclear reference to and discussion of assigned resources. Many errors in grammar and spelling.</td>
<td>Does not use professional language and does not express ideas or opinions clearly or in an organized manner. Uses poor spelling and grammar in most posts.</td>
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<td>Score</td>
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<tr>
<td>Delivery of post</td>
<td>Fully answers the questions posted throughout the discussion.</td>
<td>Answers the original question posted.</td>
<td>Does not answer the questions posted.</td>
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<td>Score</td>
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<tr>
<td>Supports Inter-disciplinary learning</td>
<td>Approaches topic from own discipline's perspective, respects and explores other discipline perspectives and demonstrates understanding of these perspectives.</td>
<td>Approaches topic from discipline specific perspective with minimal exploration or respect of other discipline's perspectives.</td>
<td>Approaches topic only from a personal perspective.</td>
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<td>Score</td>
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<tr>
<td>Contribution to the learning community</td>
<td>Encourages and facilitates discussion throughout the week. Remains engaged to stimulate a useful discussion. Fulfills role of leader or summarizer when assigned.</td>
<td>Posts the required amount of postings but does not fulfill role of leader or summarizer when assigned, or does not interact/respond to other postings throughout.</td>
<td>Does not make an effort to participate in learning community. Is not active participant in the discussion. Post less than required amount and does not fulfill role of leader or summarizer when assigned.</td>
</tr>
<tr>
<td>Score</td>
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</tbody>
</table>

**It is important to make an initial posting early in the week and helpful to wait until the discussion has unfolded later in the week to make your subsequent postings.**
<table>
<thead>
<tr>
<th>Category</th>
<th>4 superior - beyond expectations (A/A-)</th>
<th>3 Very good - met expectations (B+/B)</th>
<th>2 Borderline - did not fully meet expectations (C/C-)</th>
<th>1 Unsatisfactory - failed to meet expectations (D/F)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of concepts</td>
<td>Clearly synthesizes and applies the concepts in relation to the assigned question. Fully addresses all aspects of the assignment.</td>
<td>Clearly applies the concepts in relation to the assigned question. Compares and contrasts the material, but does not fully synthesize it. Addresses all aspects of the assignment.</td>
<td>Generalizes concepts of the topic with little connection to the case or other concepts. More descriptive rather than analytical. Does not address all aspects of the assignment.</td>
<td>Does not demonstrate understanding of the concepts pertinent to the topic or case. Ideas off topic and/or garbled.</td>
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<tr>
<td>Logical presentation</td>
<td>Ideas presented in a concise and logical order. Identifiable, reasonable and strong points are made in an organized manner.</td>
<td>Ideas presented in a mostly concise and logical order. Points are identifiable and reasonable, but could be stronger or better organized.</td>
<td>Ideas are presented, but are not logical and do not flow well. Paper is not well organized or points clearly stated.</td>
<td>Ideas are not at all well presented and there is no apparent logical flow or organization to the paper.</td>
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<tr>
<td>Use of supportive evidence. Note: references not needed for application paper unless stated in the directions. Cite references used to complete the assignment.</td>
<td>Theme and arguments well supported with cited relevant facts, examples and details. Uses more than 3 cited references.</td>
<td>Theme and arguments supported with cited relevant facts, examples and details. Uses at least 3 cited references.</td>
<td>Theme and arguments less well supported. Uses generalizations with few facts or details and fewer than 3 cited references.</td>
<td>Theme and arguments not supported. Topic discussed in general terms without use of cited references.</td>
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<tr>
<td>Timeliness</td>
<td>Paper submitted before the deadline.</td>
<td>Paper after the deadline, but arrangements made with instructor prior to deadline if unable to make the deadline.</td>
<td>Paper submitted within 3 days after the deadline.</td>
<td>Paper submitted more than 3 days after the deadline.</td>
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