

PUBH 6542, SECTION 001, 002

Management of Healthcare Organizations
Fall 2018

COURSE & CONTACT INFORMATION

Credits: 3

Meeting Day(s): Mondays (selected) and Thursdays

Meeting Time: Mondays 9:00 - 11:30 a.m., Thursdays 1:25 - 3:20 p.m.

Meeting Place: Mondays in field sites, Thursdays D-325 Mayo Building

Instructor: Jim Begun, PhD, Professor

Email: begun001@umn.edu

Office Phone: 612-624-9319

Office Hours: by appointment

Office Location: D262 Mayo Building

Guest Instructor: Greg Hart, Senior Fellow; Principal, CliftonLarsonAllen LLP

Email: Greg.Hart@claconnect.com

Office Phone: 612-376-4723; cell 651-334-4120

COURSE DESCRIPTION

PubH6542, Management of Healthcare Organizations, is a required course in the full-time MHA degree curriculum. The course conveys a detailed understanding of the structure and functions of healthcare delivery organizations and the key management competencies required for excellent organizational performance. In addition, the course familiarizes students with the profession of healthcare administration.

COURSE PREREQUISITES

Full-time MHA Program student.

COURSE GOALS & OBJECTIVES

After completing this course, students will be better able to:

- 1) Describe and understand the governance and management structure of healthcare delivery organizations;
- 2) Describe and understand the medical staff, nursing services, clinical support services, and community health functions of healthcare delivery organizations;
- 3) Identify and appreciate values unique to the healthcare administration profession and the healthcare delivery sector;
- 4) Explain the value and nature of evidence in organizational decision-making;
- 5) Participate effectively on teams;
- 6) Communicate clearly and concisely in writing and in verbal presentations; and
- 7) Apply understanding of healthcare delivery organizations and management to recommend solutions to common management issues.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Thursday sessions are held in a technology-enhanced classroom with students seated in teams of 8 students per table. Thursday sessions generally include a didactic presentation followed by a team exercise or project. Individual assignments and team assignments are due prior to the Thursday sessions via submission to the course Moodle website. Individual assignments are assigned one week in advance, team assignments two weeks in advance.

Monday sessions are reserved for site visits to local healthcare delivery organizations, with students meeting at the organization rather than on campus. Five of the Mondays are filled; students are free on the remaining Mondays. Due to potential scheduling shifts, though, students should be available all of the Mondays. The site visits meet at the organization from 9:00 - 11:30 a.m. Students are

responsible for their own transportation. It is expected that students arrive on time and dress and behave in a professional manner on the site visits. Students represent the MHA Program, and the Program's relationships with healthcare organizations are critical to its effectiveness.

It is expected that students also do readings and prepare for class in advance, attend each class session, turn in assignments on time, and contribute to classroom and team discussions and exercises. Team and classroom contributions are important to student learning in this course. Reading requirements are approximately 100 pages per week, and there generally is an assignment (team or individual) due for each Thursday session.

PowerPoint slides and other resources are distributed in class and/or posted on the course Moodle website. Grades are posted on Moodle, and students will submit written assignments on the website. To access Moodle, students need an internet account (go to <http://www.oit.umn.edu/students/index.htm>).

Course Workload Expectations

PubH6542 is a 3-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 135 hours of effort spread over the course of the term in order to earn an average grade.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences. Collaborating, listening, and engaging are critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student-to-student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

There is one required textbook that should be purchased, rented, or readily accessible: *The Well-Managed Healthcare Organization*, eighth edition, by K.R. White and J.R. Griffith (Chicago: Health Administration Press, 2016), hardback, ISBN 978-1-56793-721-3. Two copies of the required textbook are on reserve at the Bio-Medical (Diehl Hall) Library. Other resources are distributed in class or posted or linked on the course website.

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Resources	Activities/Assignments
<p>Week 1 Sept 3-9</p>	<ul style="list-style-type: none"> Orientation to Course and Twin Cities Healthcare Market 	<ul style="list-style-type: none"> <i>Well-Managed</i>, chapter 1, pp. 3-43. Rosin T. 2016. "Top 61 Health System Markets." <i>Becker's Hospital Review</i>, July 18, 2016. 3 pp. Radley DC, McCarthy D, Hayes SL. 2016. <i>Rising to the Challenge: The Commonwealth Fund Scorecard on Local Health System Performance</i>. 27 pp. Radley DC, McCarthy D, Hayes SL. 2018. <i>Scorecard on State Health System Performance: Minnesota</i>. 4 pp. American College of Healthcare Executives (ACHE). 2017. ACHE Code of Ethics. As amended by the Board of Governors on November 13, 2017. 3 pp. Available at: https://www.ache.org/abt_ache/code.cfm. Egener BE, Mason DJ, McDonald WJ, et al. 2017. "The Charter on Professionalism for Health Care Organizations." <i>Academic Medicine</i> 92:1091-1099. 	
<p>Week 2 Sept 10-16</p>	<ul style="list-style-type: none"> Strategic Leadership 	<ul style="list-style-type: none"> <i>Well-Managed</i>, chapter 4, pp. 105-141. The Alliance for Advancing Nonprofit Health Care. 2011. "Great Governance: A Practical Guide for Busy Board Leaders and Executives of Nonprofit Health Care Organizations." 14 pp. Available at: http://www.nonprofithealthcare.org/uploads/Alliance-GreatGovernanceGuide.pdf. Totten MK. 2015. "Governing for Diverse Communities." <i>Trustee</i>, July/August. 4 pp 	<ul style="list-style-type: none"> Individual Assignment 1 posted by 5:00 p.m., Thursday

Week 3
Sept 17-23

MONDAY SITE VIST 1: Minnesota Urology & Summit
Orthopedics, Woodbury

- Cultural and Operational Leadership

- *Well-Managed*, chapters 2-3, pp. 44-104.
- Barends E, Rousseau DM, Briner RB. 2017. "Evidence-Based Management: The Basic Principles." Pp. 3-20 in AR Kovner and T D'Aunno (eds.), *Evidence-Based Management in Healthcare: Principles, Cases, and Perspectives*, 2nd ed. (Chicago: Health Administration Press).
- Dye CF. 2017. "Servant Leadership." Pp. 139-153 in *Leadership in Healthcare: Essential Values and Skills*, 3rd ed. (Chicago: Health Administration Press).

- Individual Assignment 1 due by 1:25 p.m., Thursday
- Individual Assignment 2 posted by 5:00 p.m., Thursday

Week 4
Sept 24-30

- Working with Physicians I

- Mosser GM, Begun JW. 2013. "Roles, Education, and Values of Healthcare Professionals." Pp. 35-56 in *Understanding Teamwork in Health Care* (New York: McGraw-Hill).
- Smith R. 2003. "What Doctors and Managers Can Learn from Each Other." *BMJ* (March 22, 2003):610-611.
- Gunderman R. 2017. "Poor Care Is the Root of Physician Disengagement." *NEJM Catalyst*, January 10. 4 pp.
- Kislak T. 2015. "Improving Physician-Hospital Engagement." *Hospitals and Health Networks Daily*, February 10. 3 pp.

- Individual Assignment 2 due by 1:25 p.m., Thursday
- Guest: Muhammad Elrashidi, MHA, MD, Chair, Community Division, Midwest Primary Care Internal Medicine, Mayo Clinic
- Individual Assignment 3 posted by 5:00 p.m., Thursday

Week 5
Oct 1-7

- Working with Physicians II

- *Well-Managed*, chapter 6, pp. 181-214.
- Gamble M. 2014. "The Good and the Bad: 20 Things Physicians Like, Dislike about Hospital Employment." *Becker's Hospital Review*, March 14. 1 p.
- Zuckerman A. 2014. "Systemness: The Next Frontier for Integrated Health Delivery." 3 pp.
- Wolk S, Apple D. 2018. "Building a Better Physician Compensation and Performance Model." *NEJM Catalyst* (May):36-42.

- Individual Assignment 3 due by 1:25 p.m., Thursday
- Team Assignment 1 posted by 5:00 p.m., Thursday

<p>Week 6 Oct 8-14</p>	<ul style="list-style-type: none"> • Working with Nurses 	<ul style="list-style-type: none"> • <i>Well-Managed</i>, chapter 7, pp. 215-248. • Cleveland Clinic. 2017. "Shared Governance 2.0." ConsultQD. June 15. 4 pp. Available at: https://consultqd.clevelandclinic.org/shared-governance-2-0/ • Oshiro B. 2016. "The Best Way Hospitals Can Engage Physicians, Nurses, and Staff." <i>HealthCatalyst</i>. 13 pp. 	<ul style="list-style-type: none"> • Guest: Tom Gilliam, RN, MBA
<p>Week 7 Oct 15-21</p>	<ul style="list-style-type: none"> • Presentations of Team Assignment 1: Team 1, Team 2 	<ul style="list-style-type: none"> • None 	<div data-bbox="1241 418 1995 496" style="border: 1px solid black; padding: 5px;"> <p>MONDAY SITE VISIT 2: Regions Hospital, HealthPartners, St. Paul</p> </div> <ul style="list-style-type: none"> • Team Assignment 1 due by 1:25 p.m., Thursday • Team 1, Team 2 Presentations
<p>Week 8 Oct 22-28</p>	<ul style="list-style-type: none"> • Managing Healthcare Performance 	<ul style="list-style-type: none"> • <i>Well-Managed</i>, chapter 5, pp. 145-179. • The Joint Commission. 2018. "2018 National Patient Safety Goals." See chapter and easy-to-read version available at: https://www.jointcommission.org/hap_2017_nps_gs/ • Haughom J. 2018. "Clinical Variation in Your Medical Organization?" <i>HealthCatalyst</i>. 4 pp. Available at: https://www.healthcatalyst.com/role-clinical-variation-medical-practice 	<div data-bbox="1241 652 1995 730" style="border: 1px solid black; padding: 5px;"> <p>MONDAY SITE VISIT 3: Mercy Hospital, Allina Health, Coon Rapids</p> </div> <ul style="list-style-type: none"> • Guest: Gordon Mosser, MD, Senior Fellow • Individual Assignment 4 posted by 5:00 p.m., Thursday

<p>Week 9 Oct 28 - Nov 4</p>	<ul style="list-style-type: none"> Engaging Employees and Patients 	<ul style="list-style-type: none"> HCAHPS Survey. March 2017. 18 pp. Studer Group: AIDET Guidelines and Key Words (3 pp.), Rounding Guidelines (2 pp.), Senior Leader Rounding Stoplight Report (1 p.), Moving Organization Performance - Sample Conversations (3 pp.), Potential Situations during Conversations with Middle and Low Performers (2 pp.). Phillips D. 2018. "At Veterans Hospital in Oregon, a Push for Better Ratings Puts Patients at Risk, Doctors Say." <i>New York Times</i>, January 1. 9 pp. 	<ul style="list-style-type: none"> Individual Assignment 4 due by 1:25 p.m., Thursday Guest: Sheila Moroney, Patient Experience Officer, Hennepin Healthcare Individual Assignment 5 posted by 5:00 p.m., Thursday
<p>Week 10 Nov 5-11</p>	<ul style="list-style-type: none"> Managing Clinical Support Services 	<ul style="list-style-type: none"> <i>Well-Managed</i>, chapter 8, pp. 249-279. SeattleChildrens. Inside the O.R. Part 1 of 7. 8:09 min. Available at: http://www.youtube.com/watch?v=QqEbV4IYdN4 SeattleChildrens. Inside the O.R. Part 2 of 7. 5:52 min. Available at: http://www.youtube.com/watch?v=DxaFlkKlFBA SeattleChildrens. Inside the O.R. Part 3 of 7. 5:54 min. Available at: http://www.youtube.com/watch?v=b-bRAnCaD_g Gamble M. 2013. "Cornerstones of Operating Room Efficiency: Best Practices for Each." <i>Becker's Hospital Review</i>, January 18. 5 pp. 	<ul style="list-style-type: none"> Individual Assignment 5 due by 1:25 p.m., Thursday Guest: TBA Team Assignment 2 posted by 5:00 p.m., Thursday
<p>Week 11 Nov 12-18</p>	<ul style="list-style-type: none"> Managing Community Health 	<ul style="list-style-type: none"> Institute for Healthcare Improvement. 2014. "Leading Improvement in Population Health." <i>Healthcare Executive</i> 29(3):82-85. May EL. 2013. "Population Health Management: Defining the Provider's Role." <i>Healthcare Executive</i> 28(4):20-29. Van Dyke, M. 2017. "Achieving Healthy Communities: 7 Takeaways from the Front Lines." <i>Healthcare Executive</i>, (July/August):10-18. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>MONDAY SITE VISIT 4: Hennepin Healthcare, Minneapolis</p> </div> <ul style="list-style-type: none"> Guest: Brian Lloyd, MHA, Consultant, Strategic Initiatives, HealthPartners

Week 12 Nov 19-25	MONDAY SITE VISIT 5: TBA		
Week 13 Nov 26 - Dec 2	<ul style="list-style-type: none"> • Presentations of Team Assignment 2: Team 3, Team 4, Team 5 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Team Assignment 2 due by 1:25 p.m., Thursday • Team 3, Team 4, Team 5 Presentations
Week 14 Dec 3-9	<ul style="list-style-type: none"> • Managing for the Future 	<ul style="list-style-type: none"> • Hegwer LR. 2018. "Disrupting Healthcare from Within." <i>Healthcare Executive</i> 33(3):10-12, 14-16, 18. • Kern H. 2018. "Sentara CEO Howard Kern: What If Jeff Bezos Ran Sentara Healthcare?" <i>Becker's Hospital Review</i>, August 23. 1 p. Available at: https://www.beckershospitalreview.com/hospital-management-administration/sentara-ceo-howard-kern-what-if-jeff-bezos-ran-sentara-healthcare.html 	<ul style="list-style-type: none"> • Guest: TBA • Final Individual Assignment posted by 5:00 p.m., Thursday
Week 15 Dec 10-16	<ul style="list-style-type: none"> • Final Individual Assignment due by 11:55 p.m., Thursday 		

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Learning is assessed by 5 weekly individual assignments, a final individual assignment, and 2 team assignments. Learning also is assessed by participation in exercises, case studies, and discussions during class sessions and team activities. Good contributions to discussions offer unique or relevant perspectives, move the discussion forward, build on others' comments, and/or draw on course concepts (go beyond the "I feel" stage). Evaluation of class and team preparation/contribution will be negatively affected by a pattern of unexcused absences, inattention, over-participation, or failure to prepare materials needed to lead or contribute to discussions. See the Appendix for details on evaluation of class and team preparation/ contribution. The 5 weekly individual assignments require written responses to 3 discussion questions posted a week in advance. The final individual assignment is approximately twice the length of a weekly written assignment and is posted a week in advance. Team assignments are posted two weeks in advance. Grades are posted within one week of due dates.

Final grade components are weighted as follows:

5 Individual Assignments @ 12% each	60%
Final Individual Assignment @ 20%	20%
2 Team Assignments @ 5% each	10%
Team Preparation/Contribution	5%
Classroom Preparation/Contribution	5%
TOTAL	100%

A base grade is calculated as the weighted average of the components listed above. After the base grade is calculated, site visit participation is factored. **The final grade is reduced one letter grade for any site visit missed without prior permission.**

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
94.00 - 100%	A	4.000
90.00 - 93.99%	A-	3.667
87.00 - 89.99%	B+	3.333
84.00 - 86.99%	B	3.000
80.00 - 83.99%	B-	2.667
77.00 - 79.99%	C+	2.333

74.00 - 76.99%	C	2.000
70.00 - 73.99%	C-	1.667
67.00 - 69.99%	D+	1.333
64.00 - 66.99%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
Late Assignments	<p>Late assignments are penalized per policy stated on the assignment.</p>
Attendance Requirements	<p>Students are expected to attend all classes and site visits. Please inform the instructor by email if you expect to miss class, as a professional courtesy.</p>
Extra Credit	<p>All students are evaluated on the basis of the same assignments – there is no extra credit work.</p>
Intellectual Property of Instructors' Material	<p>The MHA program prohibits any current student from uploading MHA course content (e.g., lecture notes, assignments, or examinations) for any PUBH 6542 course created by a University of Minnesota faculty member, lecturer, or instructor to any crowdsourced online learning platform.</p>

CEPH KNOWLEDGE DOMAINS

Knowledge Domain	Course Learning Objectives	Assessment Strategies
Explain public health history, philosophy and values	Appreciate values unique to the healthcare administration profession and the healthcare delivery sector	Individual Assignment 1, Final Individual Assignment
Explain the critical importance of evidence in advancing public health knowledge	Explain the value and nature of evidence in organizational decision-making	Individual Assignment 1, Final Individual Assignment
Explain effects of environmental factors on a population's health	Describe and understand the medical staff, nursing services, clinical support services, and community health functions of healthcare delivery organizations	Final Individual Assignment
Explain the social, political and economic determinants of health to population health and health inequities	Describe and understand the medical staff, nursing services, clinical support services, and community health functions of healthcare delivery organizations	Final Individual Assignment

NCHL HEALTHCARE LEADERSHIP COMPETENCIES FOR CAHME ACCREDITATION PURPOSES

Competency	Course Learning Objectives	Assessment Strategies
Healthcare delivery, financing, and public policy knowledge	Describe and understand the governance and management structure of healthcare delivery organizations.	Individual Assignments 1-5, Final Individual Assignment, Team Assignment 1, Team Assignment 2
Community collaboration	Describe and understand the medical staff, nursing services, clinical support services, and community health functions of healthcare delivery organizations.	
	Describe and understand the governance and management structure of healthcare delivery organizations.	Final Individual Assignment, Team Assignment 2
	Describe and understand the medical staff, nursing services, clinical support services, and community health functions of healthcare delivery organizations.	
Organizational awareness	Describe and understand the governance and management structure of healthcare delivery organizations.	Individual Assignments 1-5, Final Individual Assignment, Team Assignment 1, Team Assignment 2
	Describe and understand the medical staff, nursing services, clinical support services, and community health functions of healthcare delivery organizations.	
Leading and managing people	Describe and understand the governance and management structure of healthcare delivery organizations.	Individual Assignments 1-5, Final Individual Assignment, Team Assignment 1, Team Assignment 2
Working in and leading teams	Participate effectively on teams.	Team Assignment 1, Team Assignment 2, Team Preparation/Contribution
Professional and social responsibility	Identify and appreciate values unique to the healthcare administration profession and the healthcare delivery sector.	Individual Assignment 1, Final Individual Assignment
Written communication	Communicate clearly and concisely in writing and in verbal presentations	Individual Assignments 1-5, Final Individual Assignment, Team Assignment 1, Team Assignment 2
Public speaking and facilitation skills	Communicate clearly and concisely in writing and in verbal presentations	Team Assignment 1 or Team Assignment 2

SYLLABUS APPENDICES

PubH6542, Fall 2018

Teams – PubH6542, Fall 2018

TEAM 1 (n=9)

Haley Beers
Samuel Clark
Julia Egofske
Meghan Flyke
Hunter Hill
Josie Olson
Ashleigh Vandenbrink
Spencer Waters
Logan Wood

TEAM 2 (n=8)

Ebyan Abdisalam
Nicole Carpetto
Spencer Eisele
Allison Fischbach
Braden Hellstern
Ishvinder Kaur
Krupaliben Patel
Ross Pickett

TEAM 3 (n=8)

Robert Hayes
Adam Jensen
Harrington Joe
Michael Labrador
Sarah Militello
Megan Olson
Thien-Huong Tran
Cole Wensman

TEAM 4 (n=8)

Reuben Christianson
Erik Fagerstrom
Eric Felderman
Mary-Grace Hickman
Karin Johnson
Jessica Maloy
Carrie O'Connor-Walker
Joshua Rostad

TEAM 5 (n=8)

Chelsea Akin
Mckenzie Chase
Michaela Degrande
Michael Deguire
Emily Friedrich
Taylor Gansmoe
Karin Lund
Ann Mclaughlin

Peer Evaluation of Team Member Preparation/Contribution* – PubH6542, Fall 2018

NAME: _____

TEAM #: _____

Write the name of each team member (**other than you**) in a separate row. For each team member, indicate the degree to which you agree with the statements in the columns, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each row.

	EVALUATION CRITERIA					
	Is punctual in attending team sessions	Completes team assignments on time	Prepares high quality work	Demonstrates cooperative & supportive attitude	Contributes significantly to success of team activities	TOTAL
Team Member:						
Team Member:						
Team Member:						
Team Member:						
Team Member:						
Team Member:						
Team Member:						

1. How effectively did your team work – rate on a scale from 1 to 4, with 1=poor and 4=excellent: ____.
If rating is <4, please elaborate on issues or problems:

2. If you have constructive feedback for individual team members that would be useful to them (other than the ratings above), record it below. The feedback may be passed along anonymously to the team member.

*Adapted from a form developed at Johns Hopkins University, October 2006.

Evaluation of Class Preparation/Contribution – PubH6542, Fall 2018

This is a self-assessment to be submitted by the student in the final class session. The self-assessment may be adjusted (up or down) by the instructor.

Name: _____

Date: _____

<u>Elements of Evaluation</u>	<u>Possible Points</u>	<u>Level of Achievement</u>
1. Attended class sessions.	40	_____
2. Contributed fully to class activities.	30	_____
3. Contributed to others' learning.	10	_____
4. Respected guidelines for fieldwork site behavior and classroom use of personal electronic devices.	<u>20</u>	_____
TOTAL	100	

Optional clarifying comments by student in regard to level of achievement: