



# PUBH 6805, SECTION 001

Introduction to Project Management for Healthcare Professionals  
Spring/2019

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## COURSE & CONTACT INFORMATION

**Credits:** 2 credits

**Meeting Day(s):** Tuesdays

**Meeting Time:** 5:00pm-7:00pm

**Meeting Place:** D325 Mayo (Mercy Learning Lab)

**Instructor:** Tiffany Thayer

**Email:** tthayer@umn.edu

**Office Hours:** by appointment

## COURSE DESCRIPTION

This course introduces core concepts/skills for managing projects effectively, making sure they are completed on time, within budget, and leveraging technology to monitor project scope and health. This course will focus on applied project management, whether it is applied to social services, changes in health care policy, or hospital administration.

## COURSE PREREQUISITES

School of Public Health graduate student, or instructor consent

## COURSE GOALS & OBJECTIVES

1. Describe key concepts and principles of applied project management.
2. Critique various project management approaches (Agile, Waterfall, etc.) and articulate the pros and cons to each approach given the project management situation.
3. Build and apply skills for working with and managing multiple stakeholder expectations and team-based projects.
4. Utilize and integrate tools to manage projects such as, Asana, Trello, GANTT charts, and Google Share drive.
5. Develop project charter, project plan/contract, simple cost analysis, executive summary, and project presentation.

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

This course is in-person lecture based with assignments, in class activities, participation, readings, and a final project with presentation. Each week is designed to have mini lectures, in class activities and group discussions. **Since this course will utilize several computer based technologies, it is strongly encouraged to bring a laptop to each class.**

### Instructor Work Expectations:

- Attend and arrive on time to class, unless under special or extreme unexpected circumstances.
- Respond to emails from students Monday-Friday, and reply with 24 hours.
- Notify students of updates to the syllabus or changes to assignments as soon as possible.
- Post lectures, readings, and pertinent handouts to Moodle site as they become available.

Student Work Expectations:

- Attend all classes, unless under special or unexpected circumstances.
- Arrive on time to class
- Have access to a computer/laptop with appropriate software installed (Microsoft Office Suite, Adobe), and adequate internet access to fully participate in class.
- Send questions about assignments at least 24 hours before the start of class.
- Have readings and/or assignments done in time to participate in class discussions and activities.
- Complete all work fully and on time.
- 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**

Click here for the reading list on ereserves

**Required book:**

Scott, K. M. (2017). *Radical candor: How to be a kickass boss without losing your humanity* (First edition.). New York: St. Martin's Press.

**COURSE OUTLINE/WEEKLY SCHEDULE**

Week	Topic	Readings	Activities/Assignments
<b>Week 1</b> <b>Jan. 22nd</b>	<b>Introductions (me, students)</b> <ul style="list-style-type: none"> <li>● (1) Sticker Activity (gallery walk)</li> <li>● Introduce myself</li> <li>● Student intros (name, program, fun fact about yourself)</li> </ul> <b>Syllabus walk through</b> <ul style="list-style-type: none"> <li>● Walk through the syllabus</li> <li>● Answer questions</li> <li>● Walk through Moodle Site</li> <li>● Demo/Plug for Monthly check-ins for feedback (Qualtrics)</li> </ul> <b>Group Activity</b> <ul style="list-style-type: none"> <li>● (2) Chimein activity</li> <li>● (3) Pre-inventory survey</li> </ul> <b>Lecture--PM 101</b> <ul style="list-style-type: none"> <li>● Intro to PM practices, concepts, and practices (before, now, future)</li> </ul>	<ul style="list-style-type: none"> <li>● NONE</li> </ul>	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Sticker activity: PM background/experience, program, etc. (gallery walk)</li> <li>2. Why are you taking the course, 2 goals you have—use Chimein.</li> <li>3. Pre-Inventory Survey</li> </ol>
<b>Week 2</b> <b>Jan. 29th</b>	<b>Lecture--PM 101</b> <ul style="list-style-type: none"> <li>● 5 steps/groups, areas</li> </ul> <b>Group Activity: Discuss the readings</b> <ul style="list-style-type: none"> <li>● (1) What does PM mean for PH and/or HC?</li> </ul> <b>Lecture--PM approaches:</b> <ul style="list-style-type: none"> <li>● Traditional/Waterfall</li> <li>● Agile</li> </ul> <b>Group/Class Activity:</b> <ul style="list-style-type: none"> <li>● (2) Colorful Stars</li> </ul>	<ol style="list-style-type: none"> <li>1. A Primer on Project Management for Health Care</li> <li>2. The Next Generation of Project Management: How to Develop Technical and Leadership Expertise</li> <li>3. "Project Management for Quality Improvement in Radiology" article</li> </ol>	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Group discussion about the readings: What does PM mean for PH and/or HC? (each group comes up with 3 items, then share with the class)</li> <li>2. Class activity: (colorful stars) Waterfall . List vs Agile approach. Debrief</li> </ol>

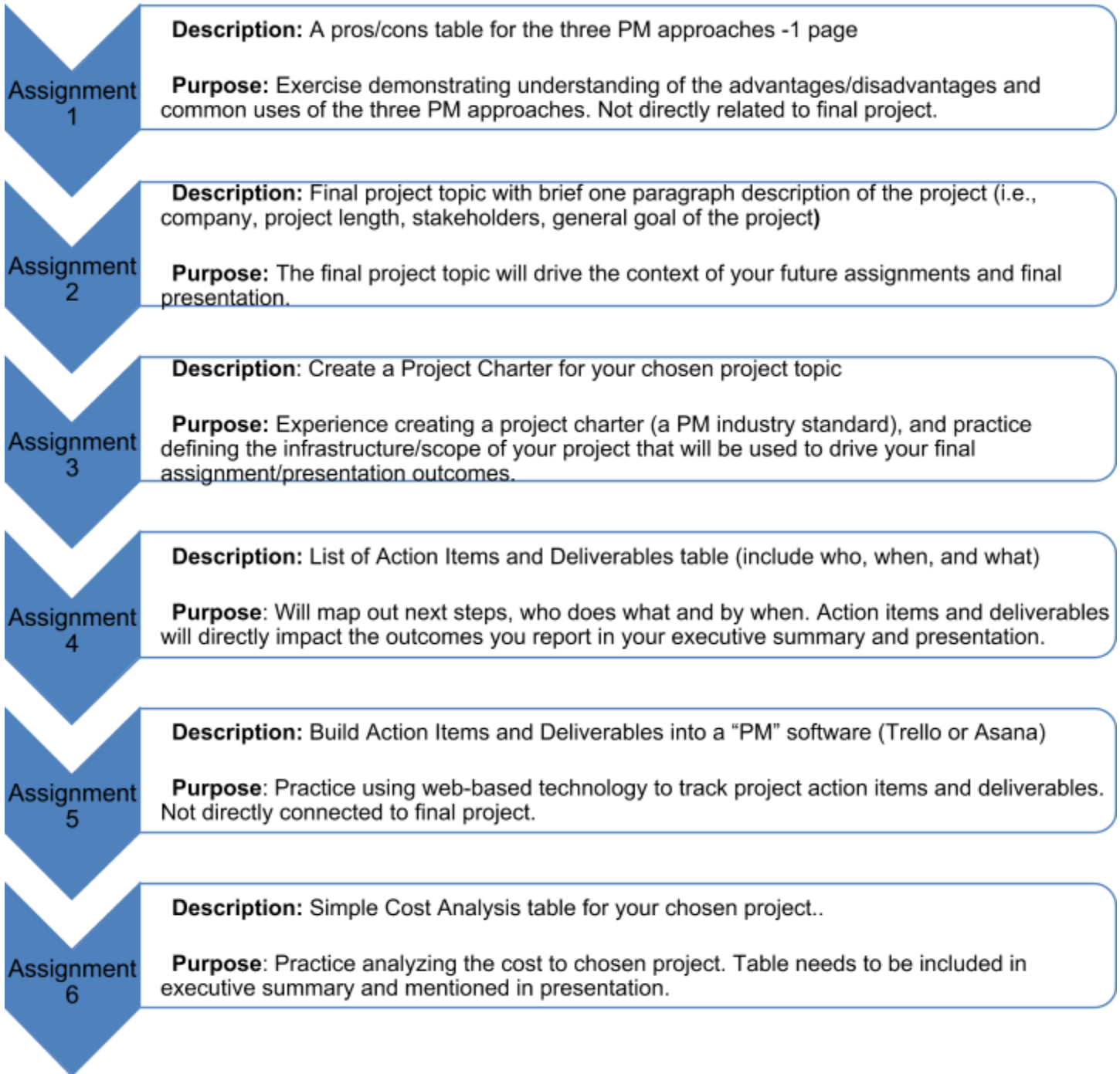
<p><b>Week 3</b> <b>Feb 5th</b></p>	<p><b>Lecture--Final Project</b> <b>Lecture: Communication</b></p> <ul style="list-style-type: none"> <li>• Styles</li> <li>• Frequency</li> <li>• Feedback</li> <li>• Method</li> </ul> <p><b>Discuss the readings</b></p> <ul style="list-style-type: none"> <li>• (1) small groups-discuss the readings</li> </ul> <p>Class Activity</p> <ul style="list-style-type: none"> <li>• (2)Pit trading cards</li> </ul> <p><b>Lecture: Communication</b></p> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Method</li> </ul> <p><b>Group/Class Activity:</b></p> <ul style="list-style-type: none"> <li>• (3) PM scenario, Model exercise</li> </ul> <p><b>Monthly Feedback Survey</b></p>	<p>1. "Communication, dialogue and project management" Article.</p>	<p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>• (5 points) Submit a pros/cons table for the 3 PM approaches to Moodle as an assignment (individual)-1 page (Waterfall, Traditional, and 1 approach we didn't talk about in class)</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Discuss readings, small groups, give blurb to the class</li> <li>2. Pit trading cards</li> <li>3. PM Scenario: Role Playing/Model exercise</li> <li>4. Monthly Feedback Survey</li> </ol>
<p><b>Week 4</b> <b>Feb 12th</b></p>	<p><b>Lecture--PM Tools and Techniques</b></p> <ul style="list-style-type: none"> <li>• Templates (CDC)</li> <li>• Templates (project charters)</li> </ul> <p><b>Class Activity—Project Charter (PC)</b></p> <ul style="list-style-type: none"> <li>• (1) PM Scenario: Create a PC as a class</li> </ul> <p><b>Lecture--PM Tools and Techniques</b></p> <ul style="list-style-type: none"> <li>• Google Docs</li> <li>• Gantt charts/Status Tracking</li> <li>• Post-its</li> <li>• Mapping (deliverables to action items)</li> </ul> <p><b>Class Activity—Gantt chart</b></p> <ul style="list-style-type: none"> <li>• (2) PM scenario:: Post-it notes and mapping</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Google Drive Tutorial 2017: (20 mins)</a></li> <li>2. <a href="#">Google Docs &amp; Sheets Tutorial: (20 mins)</a></li> <li>3. <a href="#">Advanced Google Drive: Tips, Tricks, and Tools:</a> (stop after 7min)</li> </ol>	<p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>• (5 points) Final project proposal topics/subject (about 1 paragraph description). Submit topic via Moodle.</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Create a project charter as a class using a PM scenario</li> <li>2. Post-it note activity and mapping as a class using PM scenario. Get into groups, <b>each group represents a different stakeholder</b>--come up a list deliverables from the perspective of the stakeholder. After activity, we will come together as a class and create a Gantt chart.</li> </ol>
<p><b>Week 5</b> <b>Feb 19th</b></p>	<p><b>Lecture--PM Tools, Technology, Software</b></p> <ul style="list-style-type: none"> <li>• Trello</li> </ul> <p><b>Group Activity—Trello Dashboard</b></p> <ul style="list-style-type: none"> <li>• (1) Create a Trello Dashboard for a PM scenario</li> </ul> <p><b>Lecture--PM Tools, Technology, Software</b></p> <ul style="list-style-type: none"> <li>• Remote meetings (Webex)</li> <li>• Benefits and challenges to remote technology and mtgs.</li> </ul> <p><b>Lecture--PMP certification and requirements</b></p>	<ol style="list-style-type: none"> <li>1. <a href="#">Using Trello for Project Management Tutorial via youtube:</a> (15 min)</li> <li>2. <a href="#">Review/Watch Webex tutorials via youtube (7 mins)</a></li> </ol>	<p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>• (5 points) Project Charter for your final project (submit via Moodle as an assignment)</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Get into groups, each group creates a Trello Dashboard for PM Scenario. Then come together and discuss. Refer to last weeks Gantt Chart.</li> </ol>

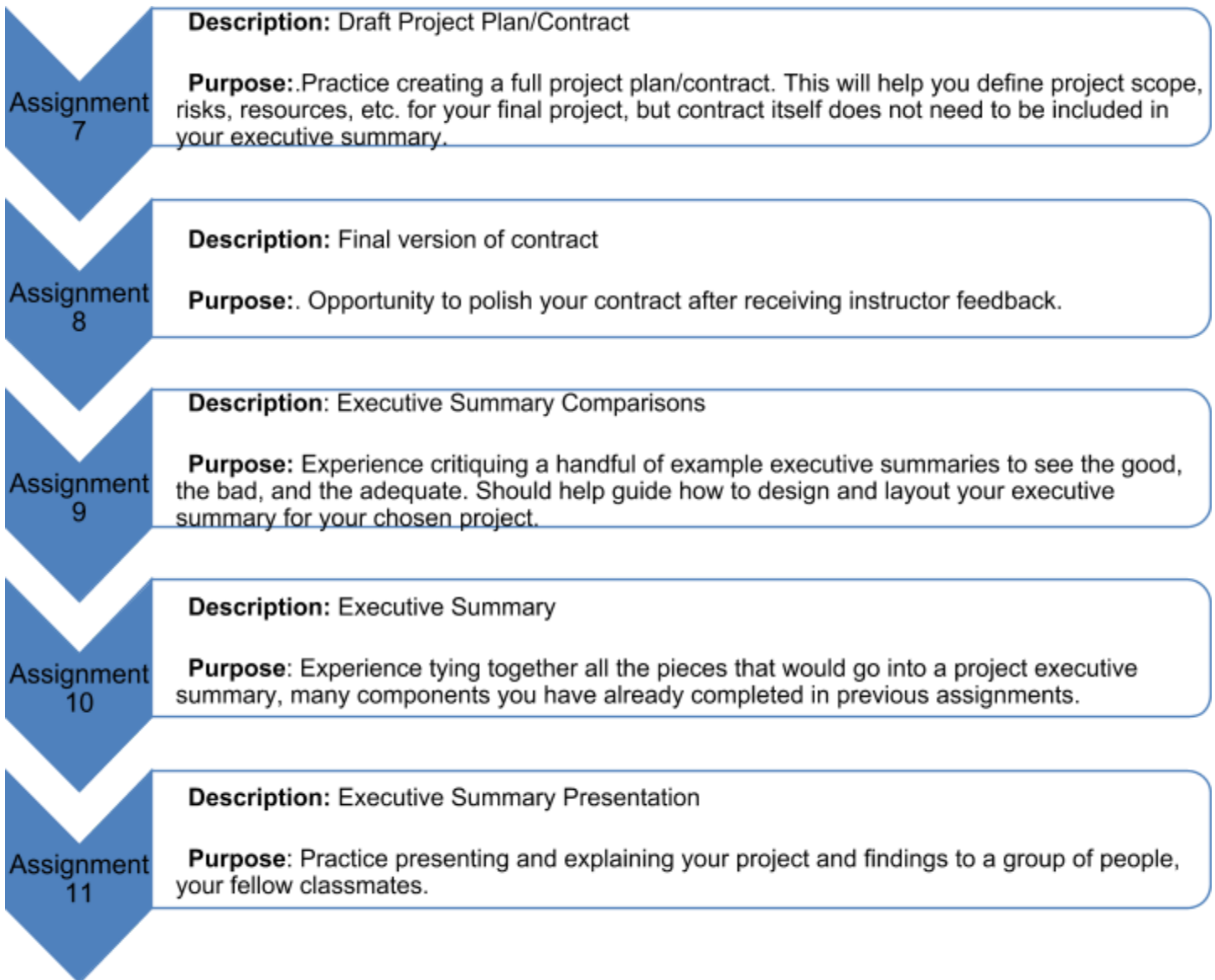
<p><b>Week 6</b> <b>Feb 26th</b></p>	<p><b>Lecture--PM Tools, Technology, Software</b></p> <ul style="list-style-type: none"> <li>Asana</li> </ul> <p><b>Class Activity—Asana Project</b></p> <ul style="list-style-type: none"> <li>(1) Create an Asana Project for a PM scenario</li> </ul> <p><b>Class Debrief on activity and Asana</b></p> <ul style="list-style-type: none"> <li>Thoughts on Asana vs. Trello</li> </ul> <p><b>Group Activity--Deliverables into timeline</b></p> <ul style="list-style-type: none"> <li>(2) put deliverables from last week's Enterprise wide surveillance system for a communicable disease into an Asana project.</li> </ul>	<p>1. <a href="#">Watch Asana tutorial/youtube</a></p>	<p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>(7 points) Make a list of deliverables and action items for your project. (order and timeline are not needed at this point). Submit via Moodle Assignment</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>Create an Asana Project for <b>implementing a new MRS statewide</b> as a class, refer to <b>implementing a new MRS statewide</b> Gantt chart/Trello dashboard.</li> <li>Get into your groups from last week, discuss putting the deliverables and action items from the activity last week into a timeline. Your timeline should be created in an Asana project.</li> </ol>
<p><b>Week 7</b> <b>Mar. 5th</b></p>	<p><b>Lecture—What does money have to do with it? Cost/Benefit Analysis and PM</b></p> <ul style="list-style-type: none"> <li>Basic CA/CB analysis</li> <li>Why it can be powerful</li> </ul> <p><b>Group Activity--CA/CB analysis activity</b></p> <ul style="list-style-type: none"> <li>(1) Work as a class to complete a simple CA/CB for PM Scenario (<b>CA/CB example</b>)</li> </ul> <p><b>Individual Activity:</b></p> <ul style="list-style-type: none"> <li>(2) How can CA/CB be used in your final project?</li> </ul> <p><b>Group Activity—Discussion</b></p> <ul style="list-style-type: none"> <li>(3) Share how CA/CB can be used in final projects.</li> </ul>	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>Cost-effectiveness analysis, chapter 1 (pgs 1-28)</li> </ul>	<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>(3 points) <u>Chose a method of your choice</u> (Google Docs, Trello, Asana) to show your projects deliverables, timeline, action items, and who is responsible for what. Submit your assignment via Moodle as an assignment.</li> <li>Cost Analysis/Cost Benefit analysis activity as a class (<b>CA/CB example</b>)</li> <li>How can Cost Analysis/Cost Benefit analysis be used in your final project? (individual work time)</li> </ul>
<p><b>Week 8</b> <b>Mar. 12th</b></p>	<p><b>Lecture--Sample “Contracts”--the good, the bad, the ugly)</b></p> <ul style="list-style-type: none"> <li>CDC</li> <li>MDH</li> <li>General</li> </ul> <p><b>PM Panel--Q&amp;A session with a panel of PMs from various industries</b></p> <p><b>Feedback Survey</b></p>	<ul style="list-style-type: none"> <li>Panel Profiles</li> </ul>	<ul style="list-style-type: none"> <li>Q&amp;A session with a panel of PMs from various industries</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>(7 points) Simple Cost Analysis spreadsheet for your project</li> </ul>
<p><b>Week 9</b> <b>Mar. 19th</b></p>	<p>SPRING BREAK</p>		

<p><b>Week 10</b> <b>Mar. 26th</b></p>	<p><b>Lecture--Common PM pitfalls &amp; Challenges</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• time/money/quality</li> <li>• Document, document, document</li> <li>• Power of reflection</li> </ul> <p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>• (1) 3-person interview</li> <li>• Starfish reflection</li> </ul>	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>☐ Radical Candor: Communication chapter 2</li> </ul>	<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>☐ (5 points) Draft "contract" for project</li> <li>• 3-person interview <b>(Implementing a new MRS statewide)--7 groups of 3</b></li> <li>• <a href="#">Starfish exercise</a></li> <li>• Discuss pros/cons to activities.</li> </ul>
<p><b>Week 11</b> <b>Apr. 2nd</b></p>	<p><b>Common PM pitfalls &amp; Challenges</b></p> <ul style="list-style-type: none"> <li>• Agendas/Politics</li> <li>• Culture</li> </ul> <p><b>Class Activity</b>--Watch and discuss the conflict resolution strategies youtube</p> <p><b>Discuss reading</b></p> <p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>• (1) Lincoln Hospital case study</li> </ul>	<ul style="list-style-type: none"> <li>• Radical Candor: XX Chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment(s) Due: (3 points) Final version of "contract"</li> <li>• <a href="#">Conflict Resolution Strategies youtube (~4 mins)</a></li> <li>• Discuss reading</li> <li>• Group Activity--Lincoln Hospital case study. Get into groups, identify the issues of conflict. Analyze the intervention approach. What did you like, would you have done additional intervention approaches? Why or why not.</li> </ul>
<p><b>Week 12</b> <b>Apr. 9th</b></p>	<p><b>Lecture--Executive Summary and Reporting</b></p> <ul style="list-style-type: none"> <li>• What goes in an executive summary?</li> </ul> <p><b>Group Activity (1)</b>--group discussion about executive summary findings</p> <p><b>Discuss reading</b></p> <p><b>Discuss Presentation requirements and rubric</b></p> <p><b>PM practice</b></p>	<ul style="list-style-type: none"> <li>• Radical Candor: XX Chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on executive summary findings (the good, the bad, the similar).</li> <li>• Discuss reading</li> <li>• Assignment Due: NONE</li> </ul>
<p><b>Week 13</b> <b>Apr. 16th</b></p>	<p><b>Lecture--Data Viz 101</b></p> <ul style="list-style-type: none"> <li>• Importance of data</li> <li>• Effective visuals that tell a story</li> <li>• Different data viz software/tools</li> </ul> <p><b>Group data viz activity</b></p> <ol style="list-style-type: none"> <li>1. Pros and cons to different types of data viz layouts.</li> <li>2. Class debrief on activity</li> </ol> <p><b>Feedback Survey</b></p> <p><b>PM Practice</b></p>	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>☐ NONE</li> </ul>	<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>☐ (15 points) 2 page reflection paper on 3 executive summaries of your choosing: What are the strengths, weaknesses, any similarities?</li> <li>• <a href="#">Data Viz activity: pros and cons to different types of data viz layouts. Data is beautiful:</a></li> <li>• Sorting card activity</li> <li>3. Monthly feedback survey</li> </ul>

<p><b>Week 14</b> <b>Apr. 23rd</b></p>	<p><b>Lecture--Next Steps and Lessons Learned</b></p> <p><b>Group discussion</b></p> <ul style="list-style-type: none"> <li>• (1) talk about reading</li> </ul> <p><b>Class discussion</b></p> <ul style="list-style-type: none"> <li>• (2) share group discussion items</li> </ul> <p><b>Course Takeaways</b></p> <p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>• (3) Post-inventory survey</li> </ul> <p><b>Presentation Work time</b></p>	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>☐ <a href="#">"Capitalizing from Past Projects: The value of lessons learned"</a></li> </ul>	<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>☐ (10 points) Executive summary via Moodle assignment</li> <li>• Group discussion on lessons learned reading</li> <li>• Class discussion of the lessons learned reading</li> <li>• Post-inventory survey</li> <li>• <b>Presentation Peer Review and feedback</b></li> </ul>
<p><b>Week 15</b> <b>Apr.30th</b></p>	<ul style="list-style-type: none"> <li>• <b>Student Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Each student will have 10 minutes to present their executive summary for this chosen project with 1-2 minutes for Q&amp;A (~10-12 minutes)</li> </ul>	<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>☐ (25 points) Executive Summary Presentation</li> </ul>
<p><b>Week 16</b> <b>May 7th</b></p>	<p><b>Student Presentations</b></p>	<ul style="list-style-type: none"> <li>• Each student will have 10 minutes to present their executive summary for this chosen project with 1-2 minutes for Q&amp;A (~10-12 minutes)</li> <li>• Post Survey</li> </ul>	<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>☐ (25 points) Executive Summary Presentation</li> </ul>

## COURSE ASSIGNMENTS & FINAL PROJECT





## 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/](http://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

<b>5 points</b>	Submit a pros/cons table for the 2 PM approaches to Moodle as an assignment (individual)-1 page <b>(due Feb. 5th)</b>
<b>5 points</b>	Final project proposal topics/subject. (submit topic via Moodle) <b>(due Feb. 12th)</b>
<b>5 points</b>	Project Charter <b>(due Feb. 19th)</b>
<b>7 points</b>	List of Action Items and Deliverables <b>(due Feb. 26th)</b>
<b>3 points</b>	Build Action Items and Deliverables into a “PM” software <b>(due Mar. 5th)</b>
<b>7 points</b>	Cost Analysis spreadsheet <b>(due Mar. 12th)</b>
<b>5 points</b>	Draft Contract <b>(Mar. 26th)</b>
<b>3 points</b>	Final version of contract <b>(due . Apr. 2nd)</b>
<b>15 points</b>	Executive Summary Comparisons <b>(due Apr. 16th)</b>
<b>10 points</b>	Draft Executive Summary <b>(due Apr. 23rd)</b>
<b>5 points</b>	Final Executive Summary <b>(due Apr. 30th)</b>
<b>20 points</b>	Executive Summary Presentation <b>(due May 7th)</b>
<b>17 points</b>	Participation points <b>(attendance and in class discussion/activities)</b>
<b>107 points</b>	Total points possible

### 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
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	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).

## Executive Summary Presentation:

<b>Graded Categories</b>	<b>Unsatisfactory (low Partial Points)</b>	<b>Satisfactory (high partial points)</b>	<b>Exemplary (full points)</b>
<b>Presentation Slides</b> <i>Concise and summative</i>	Information provided is long, too detailed, and visually difficult to take in. Possible cut and paste information from previous assignments without summation. <b>(1-2 points)</b>	Information provided is adequately concise and/or clear. Some slides are heavy with content details and/or visually difficult to take in. <b>(3-4 points)</b>	Information provided is concise and clear. Mentioned the big picture items as a whole. Slides are well organized and visually designed for listener comprehension <b>(5 points)</b>
<b>Presentation Slides</b> <i>Content</i>	Content presented does not relate to taught executive summary course content and/or cover requirements <b>(1-2 points)</b>	Content incorporates taught executive summary course content superficially. Covers requirements. <b>(3-4 points)</b>	Content effectively incorporates taught executive summary course content & requirements. <b>(5 points)</b>
<b>Presentation Slides</b> <i>Quality</i>	Presentation slides are disorganized and don't flow, many typos, a few links used didn't work (if applicable) <b>(.5-1 point)</b>	Mostly a thoughtful organization of presentation slides, a few typos, a few links used didn't work (if applicable) <b>(2-3 points)</b>	Thoughtful organization of presentation slides, no typos, links used worked (if applicable) <b>(4 points)</b>
<b>Delivery Nonverbal</b> <i>Eye Contact, Posture, Hand Gestures, Business Casual Attire.</i>	Speaker didn't look at audience, too many or too little hand gestures, posture wasn't professional, didn't wear business attire. <b>(.5 point)</b>	Speaker adequately looked at audience, used hand gestures appropriately, posture was professional, wore business attire. <b>(1 point)</b>	Speaker looked at audience often, used hand gestures appropriately, posture was professional and confident, wore business attire. <b>(2 points)</b>
<b>Delivery--Verbal</b> <i>Volume of Voice, Rate of Speaking, Pauses</i>	Speaker was either too quiet or too loud, rate of speaking was too fast or too slow, lots of ums, ahs, and/or pauses <b>(.5 points)</b>	Speaker was easy to hear, rate of speaking wasn't too fast or too slow, had a few ums, ahs, etc. <b>(1 point)</b>	Speaker was easy to hear, rate of speaking wasn't too fast or too slow, no noticeable ums, ahs, or pauses <b>(2 points)</b>
<b>Presentation</b> <i>Duration (10 minutes)</i>	Presentation went past 13 minutes <b>(0 points)</b>	Presentation went 2-3 minutes passed the allotted 10 minutes <b>(.5 point)</b>	Stayed with the 10 minute presentation duration, with a 1 minute cushion. <b>(1 points)</b>
<b>Miscellaneous</b> <i>Response to questions</i>	Did not answer questions thoughtfully and correctly <b>(0 points)</b>	Answered most questions thoughtfully and correctly <b>(.5 point)</b>	Answered all questions thoughtfully and correctly <b>(1 point)</b>

Overall Points by Category:	
Presentation slides-Concise & Summative	5 points
Presentation slides-Content	5 points
Presentation slides-Quality	4 points
Delivery- Non-Verbal	2 points
Delivery-Verbal	2 points
Presentation Duration	1 point
Miscellaneous	1 point
Total possible	20 points

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b>	<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 <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</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 (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<b>Late Assignments</b>	<p>As the facilitator of a group of college students, I recognize that life happens. If you find that a specific deadline does not work for you or you need more time for an assignment, and if you contact me <b>at least five days in advance prior to the initial deadline</b>, you can establish your own new deadline. To change an assignment deadline, you must email me and propose an alternate deadline (date &amp; time); I will then make note of it in my records and you will be held to it. However, if I receive no prior communication from you at least five days in advance and you submit an assignment late, the assignment will be penalized at the rate of 10% of the grade of the particular assignment for each day it is past the due date/time. This is significant for all assignments.</p>
<b>Assignment "Redo"</b>	

<p><b>Attendance Requirements &amp; Policy</b></p>	<p>Class attendance is essential and required for this course. Participation points are given to encourage your active class participation and discussion. I will keep attendance and use it to determine, in part, your class participation grade. Students who repeatedly (2 or more times) arrive late or leave early to the lecture will have their class participation grade lowered. Students should attend every class, on time and prepared, and should remain in class for the duration of the class period. If a student misses the equivalent of three classes with unexcused absences, his or her grade will be lowered. Once a student misses the equivalent of 4 weeks with unexcused absences, he or she may fail the course. Students are responsible for all material and assignments missed because of absence or lateness. With regard to excused absences, they will be dealt with on an individual basis, and I will defer to the School of Public Health's current policy.</p>
<p><b>Establishing a Safe, Respectful Learning Environment</b></p>	<p>The best form of learning takes place in an environment where everyone feels safe and respected. To this end, we will seek to foster an environment that allows us to communicate across differences.</p> <p>Adapted from <i>The Guide for Training Study Circle Facilitators (1998)</i> by the Study Circle Resource Center, © Topsfield Foundation.</p> <ul style="list-style-type: none"> <li>● Everyone has a right to be heard</li> <li>● Seek to first understand, then to be understood.</li> <li>● Share verbal space. Try not to dominate discussions; give others a chance to make their perspectives heard.</li> <li>● If you are offended, say so, and why.</li> <li>● Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don't personalize it, stick to the issues. No name-calling or stereotyping.</li> <li>● Derogatory comments will not be tolerated.</li> <li>● Speak for yourself, not others.</li> </ul>
<p><b>Use of Personal Electronic Devices in the Classroom</b></p>	<p>Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <a href="http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html">http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html</a>.</p>