



THE ERICKSON SCHOOL
OF AGING STUDIES

AGNG 315

Health and the Aging Process

Instructor	Dr. Louise Murray
Time/Day	
Location	
Office	The Erickson School of Aging, 5523 Research Park Drive Suite 230. On the edge of campus - if you are driving over the parking is free behind our building. If you are walking you would need to cross the road (Hilltop Circle) in front of the Administration Drive Garage and then you will see a wooden bridge that takes you to our buildings. 5523 is to your left at the end of the bridge and we are on the second floor (to your left as you exit the elevator).
Office Hours	Face to Face/Phone/Blackboard virtual meetings: During office hours by appointment and additional appointments available if requested by email
Phone	443-543-5644
E-mail	lmurray@umbc.edu Email is the best way to contact me (I return messages within 1 business day).

Course Description: This course provides an introduction to the biological processes of aging as a normal life experience. We will study multidisciplinary perspectives of the aging process; biological, psychological, social, and health care systems. This course will highlight optimal aging, the diversity of the older adult population and the aging process/experience of aging, and the plasticity of the aging process. Factors that serve to promote health aging and accelerate or decelerate the aging process will be identified.

Course Objectives

Successful completion of the course will enable students to:

1. Differentiate between the gerontological approach to the aging process and health and wellness and the medical model approach
2. Identify the diversity of the older adult population, individual experiences of aging, and the aging process
3. Assess the impact of life course social, psychological, and biological factors on health and wellness in later life

4. Compare the normal aging process and pathology-based changes that may occur in later life and their impact on functional health
5. Evaluate how utilizing the model of optimal aging impacts our understanding of the diversity of aging
6. Evaluate the sociocultural context of aging and the impact on adaptation and resilience in later life.

Prerequisites: No prerequisites are required. AGNG 200 recommended.

Required Text: Aldwin, C. & Gilmer, D., Igarashi, H., & Levenson, M.R. (2018). Health, Illness, and Optimal Aging: Biological and Psychosocial Perspectives (3RD ed.). Springer Publishing Company: New York, NY.

Recommended/Additional Readings: Any additional readings will be posted to our Blackboard course site.

Email: Communications to the class will be made by UMBC email. To ensure your privacy please only communicate with your Instructor via your UMBC email.

Course Expectations:

Below is a list of things expected from students:

1. Expect to spend at least **9 hours** each week on class. You are scheduled to be in class for 3 hours each week and I expect you to read, study, and write outside of class.
2. You should review ALL of the resources for a given week. These resources inform your classwork, assignments, and your exams.
3. Please make sure your assignments are submitted as due. Please see the late work policy outlined below. No late assignments will be accepted for grading without a documented, excused absence.

Things you can expect from me:

1. I will have weekly attendance assignments graded within a maximum of 5 business days, exams and final projects within 14 business days.
2. I will respond to emails and forum questions within 1 business day.

What to do if you have questions about the course:

There are two ways to contact me if you have questions concerning this course.

1. If you have a general question (one that does not involve sharing personal information about yourself) that other students may also be asking, you should post your question to the course questions forum on our course Blackboard site. I will answer via this forum, and you can also answer each other's questions as appropriate. Your question and our answer will be sent to everyone in the class. Some examples of the types of question you might post here are questions about assignments, letting us know an assignment or resource is not available, due dates, etc.

2. If you have a question that involves sharing confidential and/or personal information you should email your instructor directly at lmurray@umbc.edu I will respond to your question via email.
3. If your problem is related to Blackboard, you must [submit an RT ticket](#), which will be addressed by the Technology Support Center (TSC) or instructional technology staff with Blackboard experience. You can access the RT request directly via <https://doit.umbc.edu/request-tracker-rt/doit-myumbc-blackboard/> or via the link available in the eLearning Resource section of our course or via the Request Help (RT) content area on our course home page. Please be as detailed and descriptive as possible. Include your CourseID, screen captures or any error messages you receive.
4. The best way to contact the instructor is via email. Please allow 24 hours for a reply during the week and 48 hours if you email Friday pm/Sat/Sun.

Please Note:

- If I am late arriving for class, you must wait a full 20 minutes after the start of class before you may leave without being counted as absent, or you must follow any written instructions I may give you about my anticipated tardiness.
- No extra credit is offered for this course and grades are absolute.
- Attendance is taken at the beginning and end of every class. Students who sign in and leave class or arrive late or leave early (without the instructor's permission) will not be counted as present on that day even if they have signed the attendance roster.
- Laptops, notes, books, cell phones, and other electronic devices should not be visible at any time during exams.
- Class sessions include both lectures and discussions. In order to reinforce the concepts of the text, group exercises and discussions will be used.
- Please bring your textbook to class. Meaningful participation accounts for a proportion of the grade and it is expected that students involve themselves in class and small-group discussions and come to class prepared (i.e., having completed the assigned readings). Be sure to complete all the readings before coming to class.
- Power points used by the instructor will be posted to Blackboard and available the day of class or immediately following class. These instructional tools are used to provide a brief outline only or to present tables/figures already in your textbook. It is expected that you will make detailed notes in class.
- Please do not request an update of your grade via email. Please utilize office hours or contact the instructor to make an appointment to discuss grades.
- Academic dishonesty WILL NOT be tolerated. You must comply with the UMBC Code of Academic Integrity for ALL assignments and exams.
- Please make a careful note of assignment dates for all assignments. It is expected that you will meet these deadlines. Assignments must be turned in to the Instructor in-class or by Blackboard as designated; email submissions of assignments will not be accepted.

- Late work will only be accepted at the discretion of the instructor and in most cases documentation of your extenuating circumstances will be required. Points may be deducted from any late work that is accepted. Some assignments will be submitted by Blackboard. Please make sure you are familiar with the correct procedures for doing this. Instances of the submission of incorrect, corrupt, or blank documents will be considered as non-submission and a 0 awarded for the assignment.

Relevant Course Policies:

Absences

Circumstances may occur that cause a student to be absent from class. For individual or very short-term absences, students should contact their instructors as soon as possible to determine a plan of action. In the event of an extended absence, the student should consult with their course instructor and academic advisor to explore options such as an incomplete grade or a course/term withdrawal.

Students may refer to <https://registrar.umbc.edu/services/registration/information-about-withdrawal-and-absence/> for further information

Incomplete Grade

Students with extended absences near the end of a semester may consider requesting an incomplete grade from the course instructor under exceptional circumstances for course work that is qualitatively satisfactory but, for reasons beyond the student's control, cannot be completed by the end of the semester.

Students may refer to <https://registrar.umbc.edu/services/registration/information-about-withdrawal-and-absence/> for further information

Student Disability Services (SDS)

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations for access to your courses, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at disAbility@umbc.edu or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

Academic Integrity

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

Please review UMBC's Policy on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity available at <http://www.usmd.edu/regents/bylaws/SectionIII/III100.pdf> and the Policy and Procedures for Student Academic Misconduct - III-1.10.02 available at <https://academicconduct.umbc.edu/files/2018/12/iii-1.10.02.pdf>

- Plagiarism is intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.
- Typical Examples: Submitting as one's own work of a "ghost writer" or commercial writing service; directly quoting from a source without citation; cutting and pasting information directly from websites; paraphrasing or summarizing another's work without acknowledging the source; using facts, figures, graphs, charts or information without acknowledgement of the source. Plagiarism may occur orally and in writing. It may involve computer programs and files, research designs, distinctive figures of speech, ideas and images, or generally any "information" which belongs to another.
- Some useful resources can be found at <https://academicconduct.umbc.edu/resources-for-students/>

Title IX Statement

As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct (located at <http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/>). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator. As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect (www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf).

The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive

supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.

For UMBC Main Campus Students:

If you need to speak with someone in confidence about an incident, the following Confidential Resources are available to support you:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

(After-hours counseling and care available by calling campus police at 410-455-5555)

Other on-campus supports and resources:

The Women's Center, 410-455-2714

Title IX Coordinator, 410-455-1606

Additional on and off campus supports and resources can be found at:

<http://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/>.

For Shady Grove Campus Students:

If you need to speak with someone in confidence about an incident, the following Confidential Resources are available to support you:

Universities at Shady Grove Campus Resources Center for Counseling and Consultation: 301-738-6273

Other on-campus supports and resources:

John Brandt, USG Title IX Liaison: 301-738-6021

Classroom Conduct

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Syllabus revision policy

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class and by written or email notice and changes to this syllabus will be posted on our course website.

Student Support

There are many Student Support Services here at UMBC to support you throughout the semester and a list can be found at <https://fdc.umbc.edu/files/2017/10/Resources-for-Students-Handout.pdf> Please don't hesitate to reach out to your Instructor and/or Advisor if needed.

Grading Policy:

- Late work will not be accepted for grading without documentation of a verified excused absence verified. Make up exams will be provided in case of documented emergencies or if arranged in advance (at the discretion of the instructor).
- I am happy to review graded assignments but you will need to make an appointment with me to do so within 2 weeks of the grade being posted. All discussions must be in person and will not be conducted by email. Please bring your specific questions and any required documentation to the appointment.

Graded Assignments:

Detailed instructions and grading rubrics for all assignments are available on Blackboard.

1. Attendance

It is expected that students will attend every class session. Other than excused absences (as above or other extreme circumstances) participation points will be deducted for missed classes (points will be deducted for classes missed beyond 3 class sessions, i.e. 3 hours). 2 points will be deducted for every subsequent absence. Points will also be deducted for those leaving class early or arriving late: 2 for every 3 late attendances and/or class left early. Late is defined as not in class when the class starts at 10.10 am only and leaving early is defined as leaving class before class is dismissed. Excused absences must be verified.

If a class is missed, it is your responsibility to obtain lecture notes, handouts, etc., from another student as material not covered in the textbook will be discussed in class and will be required for exams.

Signing in on behalf of another student, adding the name of an absent student to a graded class assignment, or picking up a name card on behalf of another student is a breach of academic integrity and will be treated as such.

2. Participation:

Throughout the semester there will be class activities for which you will receive points towards participation; they will not be announced in advance but there will be at least 15 opportunities to earn the 60 points for participation (a maximum of 5 points per activity for a comprehensive and correct response).

The highest grade of your completed activities for a maximum of 12 activities will be counted as your grade – completing additional activities will not be extra points i.e. if you complete 15/15 only the highest 12 scores will count – activities 13-15 will not be bonus points.

These activities will be completed in class only and make-up work will only be given in the case of excused absences with verification provided. Students who arrive in class late or leave early and miss an activity will not be allowed to make up the activity.

3. In Class Short Answer Question Quizzes

Two 'short answer question quizzes' are assigned during the semester that will help you to connect our coursework to your other courses, professional and personal lives, and meet the learning objectives of this class. Each quiz is worth 80 points (for a total of 160 points) and will be completed in class. A study guide will be provided 2 weeks before the quiz.

4. Online Quizzes

There will be **three on-line quizzes** covering readings, lecture material, and class discussion. Each quiz will consist of 35 multiple-choice questions and true/false questions. Each question is worth 2 points for a total of 70 points. The quizzes are open note/book. They are also timed. You will not have time to look up the answer to every single question. To perform well on the quiz, you must study for it (and use your notes). They will not be cumulative.

Please make sure you have both a reliable computer and internet access to complete these exams. Problems with your individual computer/internet service are not sufficient reason for a make-up exam. If you are in any doubt, I strongly advise you to take your exam on campus in a computer lab or in the Library.

Make-up/Late exams will only be administered in the case of absence due to extreme circumstances (an excused absence with academic accommodations documented), may be given in a different format, and must be arranged prior to the scheduled exam date.

5. Health Fair Design Group Project.

In groups you will design a health fair to inform older adults about the most important issues you feel we have discussed this semester. The group will submit a short summary paper and complete an in-class presentation. The requirements and rubric for this assignment are available on Blackboard.

This is a group project; however, individual grades will be given. The 'process' i.e. your cooperation and contribution to the group will be graded based upon the development of a group contract and peer-evaluations and is worth 25% of this project grade i.e. 25 out of 100 points. Students who are not in attendance on the day of their group presentation (without proof of an excused absence) will be awarded a 0 for that portion of the assignment.

COURSE GRADING RUBRIC

Five areas are graded for a possible course total of 600 points. Grades are absolute. Extra credit will not be offered. Final Grades are determined by applying the following scale:

A	90-100%	540 points and above
B	80-89.9%	539.9 – 480 points
C	70-79.9%	479.9 – 420 points
D	60-69.9%	419.9 – 360 points
F	<60%	359.9 points and below

COURSE GRADING STRUCTURE

	Assignment Points	Category points	% Total Course Grade
Class Attendance	50	50	8.3%
Class Participation Exercises	5 points x 12	60	10%
Three Online Quizzes	70 points x 3	210	11.7% each = 35%
Two Short Answer Quizzes	80 points x2	160	13.3% each = 26.7%
Course Summary Paper	20 points	20	3.3%
Health Fair Group project		100	16.7%
Group Contract	5		
Group presentation project report paper	25		
Group work process evaluation	20		
Group presentation	50		
Course Total		600	100%

WEEKLY SCHEDULE

	DATE	TOPIC	CLASS PREPARATION (complete <u>before</u> class)
WEEK 1		Class Introductions Health and Aging	Please print and review syllabus – any questions?
		Introduction and Basic Concepts	Aldwin et al., Chapter 1
WEEK 2		Demography of Aging	Aldwin et al., Chapter 2 Review Older Americans 2016: Key Indicators of Well-Being. A report of the Federal Interagency Forum on Aging-Related Statistics (Highlights, pages xvii-xx and the Population Section – Indicators 1-6, pages 2-9) https://agingstats.gov/docs/LatestReport/Older-Americans-2016-Key-Indicators-of-WellBeing.pdf
		Theories of Aging	Aldwin et al., Chapter 3
WEEK 3		Research in Aging	Aldwin et al., Chapter 4
		Social Determinants of Health	Keefe, R. H.(2010) 'Health disparities: A primer for public health social workers', Social Work in Public Health, 25(3), 237-257. http://dx.doi.org/10.1080/19371910903240589 Dupre, M.E. & George, L.K. (2011). Exceptions to the rule: Exceptional health among the disadvantaged. Research on Aging, 33(2), 115 – 144. DOI: 10.1177/0164027510391988
WEEK 4		Older Adults and the Health Care System	Review the Overview and Objectives for Older Adults in the Office of Disease Prevention and Health Promotion’s Report: Healthy People 2020 https://www.healthypeople.gov/2020/topics-objectives/topic/older-adults
		What is Optimal Aging?	Aldwin et al., Chapter 14
WEEK 5		Quiz 1 - Online	Review for exam

	DATE	TOPIC	CLASS PREPARATION (complete <u>before</u> class)
		Short Answer Quiz 1 – In Class	Review for Quiz
WEEK 6		Aging of the Skin	Aldwin et al., Chapter 5
		Musculoskeletal System	Aldwin et al., Chapter 6
WEEK 7		Cardiovascular System	Aldwin et al., Chapter 6
		Respiratory System	Aldwin et al., Chapter 6
WEEK 8		Gastrointestinal System	Aldwin et al., Chapter 6
		Renal/Urinary System	Aldwin et al., Chapter 6
WEEK 9		Sensory System	Aldwin et al., Chapter 7
		Nervous System	Aldwin et al., Chapter 7
WEEK 10		Endocrine System & Immune System	Aldwin et al., Chapter 8
		Health Fair Group Work	Review project materials and have them available in class.
WEEK 11		Quiz 2 - Online	Review for exam
		Chronic Illnesses & Acute Illnesses & Accidental Injuries	Rozario, P.A. , Kidahashi, M., & DeRienzi, D.R.(2011) Selection, optimization, and compensation: Strategies to maintain, maximize, and generate resources in later life in the face of chronic illnesses', Journal of Gerontological Social Work, 54(2), 224 — 239
WEEK 12		Functional Health, Health Promotion & Quality of Life	Aldwin et al., Chapter 9 Review the CDC Report: The State of Aging and Health in America Executive Summary (pages ii-iv) Introduction (pages 1-11) Healthy People 202 Objectives (pages 47-49) https://www.cdc.gov/aging/pdf/State-Aging-Health-in-America-2013.pdf
		Short Answer Quiz 1 – In Class	Review for Quiz

	DATE	TOPIC	CLASS PREPARATION (complete <u>before</u> class)
WEEK 13		Physical and Mental Health	Aldwin et al., Chapter 10
		Stress, Coping and Health	Aldwin et al., Chapter 11
WEEK 14		Social Support	Aldwin et al., Chapter 12
		Aging in the Sociostructural Context	Aldwin et al., Chapter 13 Course Reflection Paper Due
Week 15		Health Fair Group Presentations	DUE: Health Fair Reports (all groups) DUE: Health Fair Presentation Outline for Groups Presenting - a hard copy to be given to Dr. Murray in class at the beginning of the presentation. DUE: Individual Evaluation Forms for Groups Presenting
		Health Fair Group Presentations	DUE: Health Fair Presentation Outline for Groups Presenting - a hard copy to be given to Dr. Murray in class at the beginning of the presentation. DUE: Individual Evaluation Forms for Groups Presenting
Final Exam Week		Exam 3	Review for exam

**AGNG 315
Health Fair Group Project**

This assignment requires you to work with a group to design a “Health Fair” in order to communicate the issues from your coursework this semester that you feel are the most relevant for older adults.

- Health fairs are community events where local organizations provide information/resources to members of the public who attend the event. They are usually ½ day or full day events and are set up so that each organization has a table at which they provide their information/demonstration/services to increase awareness of their area of focus. They are usually held in a central location and focus on wellness as well as health issues.
- Health fairs do not necessarily target one specific age group but for the purposes of this assignment you, as the organizers, are specifically focusing on issues that may affect older adults. Please note – this paper must not contain any work duplicated from your short papers – i.e. you cannot ‘cut and paste’ or reuse any work submitted for a previous assignments.
- There is no need to use outside sources for this assignment and I would recommend that you do not. If you do include outside information all information must be paraphrased and cited and referenced correctly - failure to do so is a breach of academic integrity and will result in a '0' for the assignment. Under no circumstances must anything be 'cut and pasted' from the work of others or websites - this constitutes plagiarism and will be addressed as such.

Graded Assignment Summary

Group work process contract	5 points
Project Report Paper	25 points
Project Presentation	50 points
Group work process evaluation	20 points
Total	100 points

1. Group work process contract

As a group you will collaborate on a group contract that determines the criteria that your group determines will ensure efficient and cooperative group work on this project.

****Points will only be awarded to students who participate in this process and who sign the contract prior to submission (5 points).**

2. Project Report

Provide a 2 page, single-spaced summary of your health fair (12 point font, 1” margins) using the following guidelines (25points). Please limit your report to two-pages only. Work beyond the two pages will not be graded. Please also see grading rubrics.

****Points will only be awarded to students who participate in the writing of this report i.e. all group members must participate in this section of the project. A 0 will be awarded to those who do not participate.**

Your report will address the following:

- a) What is the overall purpose of the event?
- b) Where will you hold your event and why?
- c) What time/day will you schedule your event and why?
- d) What do you think the challenges of organizing such an event are?
- e) List the top ten topics that the booths will address at your health fair. For each one give two reasons why you think these topics are important for older adults and support this with a rationale from our coursework. For each briefly state how it will be presented at the health fair.
- f) What do you think the benefits of such an event are?
- g) If the attendees of your event remember just one message what would it be?

3. Project Presentation:

You will have 10 minutes to market your health fair to you audience. Your audience will be 'prospective attendees' of your health fair. That is, you will not be presenting as if the audience are an academic audience of your fellow students but members of the public/your target attendees who you are trying to market your health fair to. Provide an original, creative, and effective presentation (50 points).

You will be providing a preview of what your health fair will be like by both publicizing the event and demonstrating 1-3 of the topics that you will be presenting at your health fair as they will be presented at the event. An important component of the presentation is also to engage/include the audience by their participation in a meaningful way.

All presentations must involve an interactive activity (i.e. some form of audience participation and an in depth presentation of 1-3 of the topics identified in the project report. These topics must be addressed in detail that goes beyond our course work and to be presented in a creative way that reflects how the topic(s) will be presented on the day of your health fair.

Please note, you should not list and describe all 10 of your topics.

****Students need to be in attendance in class and participate in the group presentation in order to receive a grade for this assignment.**

4. Group work process evaluation: This grade will be based upon peer-evaluations of the group process. Please Submit your individual group process evaluation to Moodle by 8 am on the day of your presentation (20 po

Project Report Paper Rubric

Question	Points	Very Good	Good	Needs Improvement
What is the overall purpose of the event?	2.5	Purpose clearly stated and is appropriate for the target group and highlights a wellness perspective	Purpose stated but appropriateness for the target group and a wellness perspective focus is not fully developed	Purpose unclear and/or not appropriate for the target group and/or fails to highlight a wellness perspective
Where will you hold your event and why?	2.5	Rationale appropriate and relevant to older adult population.	Rationale somewhat appropriate and relevant to older adult population.	Rationale provided not appropriate and relevant to older adult population.
What time/day will you schedule your event and why?	2.5	Rationale appropriate and relevant to older adult population.	Rationale somewhat appropriate and relevant to older adult population.	Rationale provided not appropriate and relevant to older adult population.
What do you think the challenges of organizing such an event are?	2.5	Challenges clearly identified and justified	Challenges identified and justified but incomplete	Challenges not clearly identified
List the <u>top ten topics</u> that the booths will address at your health fair. For each give two reasons why you think these topics are important for older adults.	1 point each = 10	Topic clearly identified, manner of presentation described, and two rationale provided with citations.	Topic clearly identified, manner of presentation not fully described, and/or two rationale not provided with citations.	Topic not clearly identified and/or manner of presentation not fully described, and/or two rationale not provided with citations.
What do you think the benefits of such an event are?	2.5	Rationale appropriate and relevant to older adult population.	Rationale somewhat appropriate and relevant to older adult population.	Rationale provided not appropriate and relevant to older adult population.
If the attendees of your event remember just one message what would it be?	2.5	Rationale appropriate and relevant to older adult population.	Rationale somewhat appropriate and relevant to older adult population.	Rationale provided not appropriate and relevant to older adult population.

Project Presentation Rubric

Criteria	Points	Very Good	Good	Needs Improvement
Group are well-organized and prepared – all members of the group	5	Presentation flowed well and the group worked in a cohesive manner and seemed well-prepared	Presentation flowed well and the group worked in a cohesive manner but the need for further preparation was evident	Presentation did not flow as a cohesive presentation and group seemed unprepared
Group process evaluation form submitted & evaluation	10	Personal form submitted on time and completed Average score of 85% and over reported on peer evaluation	Personal form submitted on time and completed and Average score of 84 - 70% and over reported on peer evaluation or Personal form submitted not on time or submitted partially completed and average score of 84 - 70% and over reported on peer evaluation	Personal form submitted not on time or submitted partially completed and/or Average score of 69% or less reported on peer evaluation
Group seem knowledgeable about their subject	10	Presentation flowed well and the group presented a detailed content that substantially reflected our coursework	Presentation flowed well and the group presented a detailed content that somewhat reflected our coursework and/or contained some inaccuracies	Presentation did not flow as a cohesive presentation and group seemed unprepared

Criteria	Points	Very Good	Good	Needs Improvement
Communication of message i.e. did they use their	5	Presentation effectively highlighted the purpose and importance of the health fair and why we should attend	Presentation somewhat highlighted the purpose and importance of the health fair and why we should attend	Presentation did not effectively highlight the purpose and importance of the health fair and why we should attend
Creativity - please introduce an interactive/creative activity beyond the use of a power point/Prezi presentation.	10	Topics presented in an original and creative manner	Topics presented in a somewhat original and creative manner	Topics presented in a manner that lacked creativity and originality
Creativity – 1-3 topics from Booths	10	Topics presented provided detailed content that substantially reflected our coursework and were presented in a well-organized and interesting manner	Topics presented provided detailed content that somewhat reflected our coursework and/or topic presentation required more organization and substance	Topics presented provided detailed content that failed to reflect our coursework and/or topic presentation required more organization and substance

Peer Evaluation Form for Group Work

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006).

Your name _____

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.			
Contributes meaningfully to group discussions.			
Completes group assignments on time.			
Prepares work in a quality manner.			
Demonstrates a cooperative and supportive attitude.			
Contributes significantly to the success of the project.			
TOTALS			

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience?
4. Which part of the project did you specifically have responsibility for?

For the paper I prepared/had responsibility for:

For the presentation I prepared/had responsibility for: